

Merger plan causes student union rift

by Paul McGill

The National Union of Students has given its backing to the principle of integrated higher education in Northern Ireland, but a rift on the issue has opened up within the student movement in the province. Queen's University students' union argues in a 30-page submission to Sir Henry Chilver's Higher Education Review Group that Stranmillis (the state-owned, coeducational college), St Mary's and St Joseph's (the Roman Catholic colleges for women and men) should be fully merged on the Stranmillis site and become a university college. Queen's has proposed a similar solution, but while the university rests its argument on educational viability, the union concentrates more on the social evils of segregation. It diverges sharply from the university by recommending that if a new integrated college is set up, Queen's should hand over its Postgraduate Certificate in Education. Its submission claims the two Catholic colleges are on sites directly and frequently affected by civil disturbances, which often result in a total disruption of study.

Within the colleges there is massive duplication of resources, resulting in a great deal of waste and that neither is viable as a single unit, it adds.

The divided system is destructive, says the Queen's union, with many students coming from single-sex, single-denominational schools and returning to teach in the same system. "It is inevitable that graduates of this system should be heavily influenced by such a closed and narrow environment. As these graduates will be responsible for the education of future generations, we feel it is unwise that they should have had experience of only one group, one religion, and one culture. These graduates will pass on such restricted attitudes to their pupils, thereby perpetuating sectarian division."

These comments rapidly came under fire from the student union. "The two voluntary colleges, particularly the claim that they were frequently affected by disturbances. The St Mary's executive unanimously condemned the submission and said the last interrup-

tion of study was seven years ago when a bomb exploded in an adjacent public house.

It added that "to accuse us of being sectarian is to condemn the values of the Catholic community in Northern Ireland" and that the union believes that all people should be allowed to choose the kind of education they want for themselves and their children. St Joseph's union claimed to be "dismayed and appalled" at the ignorance of the Queen's union submission and branded the comments about disturbances as "yet another episode in the attack on the Catholic colleges in order to try to force them to close". It said there had been no trouble in the past four years.

"Furthermore, we believe that each individual has the right to whatever system of education he chooses. Our college is not in the business of perpetuating sectarian division. We are training, as Catholics, to be Catholic teachers and eventually to pass on our moral values to the children we teach."

The NUS, which organizes Northern Ireland students jointly

with the Dublin-based Union of Students in Ireland, gives its blessing to the integrationists by calling for a federation of the three teacher education colleges in Belfast into a new Institute of Higher Education, along the lines of the Roehampton Institute.

In its evidence to Chilver, it claims such an arrangement would allow proper co-ordination and long-term planning, so as to prevent both unnecessary duplication and gaps in provision, while the federal structure would allow each college to retain its independent identity. "We believe that the integration of education in Northern Ireland is a central part of any challenge to sectarian religious divisions and outdated sexual divisions and that federation of the different colleges within the new institute would help this process," it says.

NUS also proposes a broader role for the Institute by offering the Diploma of Higher Education after two years of study. Students at the Ulster Polytechnic go along with the NUS recommendation of a federal structure.

Call for new youth programme

by Patricia Santinelli

A comprehensive programme of education and training for all 14- to 19-year-olds is advocated in a National Youth Bureau report due next week.

The report comes in response to the consultative document *A Better Start in Working Life* produced by the previous government, which recommended a £500m a year training scheme for the 200,000 young people who never receive any further education or training.

Responses are being coordinated by the new Macfarlane Committee of 15 to 19-year-olds. The Youth Bureau wants a future programme of vocational preparation to be set in the context of overall provision for 14 to 19-year-olds working closely with the Youth Opportunities Programme with a view to the eventual amalgamation of the two.

The long-term aim of the programme should be a comprehensive provision of work/work experience, education and training, recreation and leisure, community involvement and appropriate support services guaranteeing every young person the opportunity to take part in the scheme.

Mr Laurie Green of the National Union of Teachers, chairman of the working party, said: "We must take the needs of today's young people seriously if they are to have a chance of becoming actively involved in the rapidly changing world of tomorrow."

It was essential that there should be closer links between schools, their education, work and the community. Young people should be able to progress from school to work without a break in their education and training. Equally important was the ability of young workers to continue their education beyond the age of 19.

The report also called for the development of a national body, comprising appropriate Government departments, local authorities, the industrial and commercial sectors and the voluntary sector, to be given overall responsibility for the programme.

As for redundancy and staff transfers, which could involve several hundred people, these are

Working party unveils streamlining plans for medical teaching in London

Flowers proposes six of the best

by Robin McKie
Science Correspondent

A massive reorganization of London's medical education system was put forward by the Flowers working party this week. Its report, which has been sent to Lord Flowers and his committee a year to prepare, recommends that all existing London University medical education institutions be merged into six major new schools.

And the package, which is to be implemented within five years according to the report, also calls for the axing of Westminster Medical School and the pre-clinical schools at the Royal Free Hospital, King's College, The British Postgraduate Medical Federation, which has overall control of 13 postgraduate medical institutes at London University at present, should also be closed down and five of its institutes—those of dermatology, laryngology and otology, obstetrics and gynaecology, orthopaedics, and urology—be "integrated" within medical school departments.

In this way Lord Flowers hopes to save about £5m a year, about 5 per cent of London University's £100m annual medical teaching bill. This breaks down at £1m for maintenance of premises, £1m for administration and £1m for academic services. Those figures should slowly rise over the next five years until they reach about £6m a year.

There will also be a capital sum produced by the eventual sale of the accommodation to be vacated as a result of the closure or transfer of the activities we have recommended," the report adds.

A major motivation in calling for these changes has been the publication of a parallel report by the London Health Planning Consortium which has called for a 25 per cent cut in acute beds in the city. These acute beds represent patients suffering from various diseases and ailments which are needed for students studying under practical conditions.

Students will inevitably have to move out from central sites to peripheral hospitals for much of their subsequent clinical teaching and experience," the Flowers report adds.

But Flowers warns: "Larger medical schools need not imply larger teaching hospitals. Rather, it means that we need to use more hospitals in which students can gain clinical experience."

The report stresses that it also believed that postgraduate institutes should not be isolated from general medical schools and that their futures are made even more uncertain because of their high intakes of overseas students which will be cut back by new Government fees restrictions.

It was for these reasons, Lord Flowers told the press conference at the launching of the report, that they had called for the integration of postgraduate medical institutes within medical schools. The university grant to a general medical school should contain an earmarked element in respect of the special postgraduate activities inherited from the institutes for a period of no more than five years to give associated responsibilities a time to become fully integrated with the work of the school."

And even within new schools there should be a lumping together of related subjects for administrative purposes to produce large, multi-professional departments which could sustain expensive equipment costs.

A major philosophical background to the work of the Flowers committee has been a commitment to the concept of vertical integration in medical education which stresses that a student should be closely involved in hospital work from the very beginning of his education even when studying basic science subjects not directly connected with medicine.

"For all these reasons we decided that it would be appropriate to concentrate our medical institutions into large units," the report states. And Lord Flowers told the press: "At no time were we also looking at the possibility of the closure of London's medical schools as one cartoonist would have it."

As for redundancy and staff transfers, which could involve several hundred people, these are



Lord Annan (left) and Lord Flowers at Tuesday's press conference.

management problems, says the report. Most staff should be redeployed, although it will be impossible to fill certain academic and technical posts which demand a particular skill or qualification. The report is now to be discussed by the Joint Medical Advisory Committee of the university in the light of reactions from interested bodies. Lord Annan told the press conference. A final decision on its implementation will be made by the Senate and Court in July.

The following new schools would be created under the Flowers proposals:

- | | |
|---|--|
| NEW SCHOOLS | FROM EXISTING SCHOOLS |
| University College School of Medicine and Dentistry | Middlesex Hospital School, Royal Free Hospital School, University College London's faculties of medical and clinical sciences, London School of Hygiene and Tropical Medicine, Institutes of Neurology and Child Health. |
| The Lister and St Thomas Joint School of Medicine and Dentistry | King's College Hospital School, Guy's Hospital School, St Thomas' Hospital School, Institute of Psychiatry. |
| The Harty School of Medicine and Dentistry | St Bartholomew's Hospital College, London Hospital Medical College, Institute of Ophthalmology. |
| St George's School of Medicine and Dentistry | St George's Hospital School, Royal London School of Dental Surgery, Institute of Cancer Research. |
| St Mary's and Royal Postgraduate Joint School of Medicine and Dentistry | St Mary's Hospital School, Royal Postgraduate School, Institute of Dental Surgery. |
| Charing Cross School of Medicine | Charing Cross Hospital School, Cardiothoracic Institute. |

Carlisle refuses to be bound by Clegg

by David Jobbins

The Government has made also, but it is plain that it will not regard itself bound by the Clegg Commission on pay comparability due to report at the end of March.

In the Commons this week Mr Mark Carlisle, Secretary of State for Education, said the report would comprise a set of recommendations "as distinct from a binding award". These would form the basis of negotiations in the Burnham further education committee.

While union leaders were under no illusions about the position, it is undoubtedly true that there was widespread misunderstanding among the membership. They are concerned that the Government, as a matter of public policy, is not allowing for anything like the increases necessary to meet the Clegg payments.

Even more ominously they recognize that the financial services will really be on for 1980-81. The National Association of Teachers in Further and Higher Education is on the point of fixing its 1980 pay claim—a difficult task when the final outcome from Clegg is likely to remain in doubt for some time. Its leaders expect that the 1980 negotiations within Burnham will be far more protracted than even the 1979 talks.

University lecturers are unwilling to surrender themselves to the style of study which they find difficult to teach. They also delay in the case of their public sector colleagues.

At a preliminary meeting with the Clegg Commission to discuss the methods of assessing lecturers' salaries, the Association of University Teachers has proposed that they should be compared with other professionals within and outside the public sector such as statisticians, economists, financial analysts and their equivalents in the Civil Service.

The commission is expected to decide on its methodology for the university lecturers' study within the next month. But it is unlikely to start work until Easter.

Two to face NATFHE code tribunal

by David Jobbins

Complaints that two supporters of sacked West Ham College lecturer Mr John Regan broke their union's disciplinary code will be heard next month, 15 months after the events which led to the allegations took place.

It is believed to be the first time that a complaint under rules of the National Association of Teachers in Further and Higher Education, dealing with action detrimental to its interests has been referred to a tribunal. About 20 such complaints a year are apparently made, but none has yet got this far.

The complaints were lodged by a member of the NATFHE national executive, Mr Eric Williams, who is

also principal of West Ham College. He alleged that two NATFHE members handed out leaflets outside a national council meeting in December 1978, accusing him of "victimizing" Mr Regan, then chairman of West Ham's NATFHE branch.

Meanwhile, an industrial tribunal action brought by Mr Regan against Newham Education Authority, claiming he was unfairly dismissed, completed its third week in London. Mr Regan was suspended by the authority in December 1978, when he refused to be interviewed over action he was taking in support of a merger between the two lowest lecturer pay scales.

Mr Regan was sacked by Newham early in 1979.

A confidential NATFHE internal

inquiry into the Regan case is one of the subjects to be discussed by the union's national council meeting next month, at the request of general secretary Mr Peter Dawson.

The report likens the affair to a "Greek tragedy". The leaflet accused Mr Williams of "victimizing" Mr Regan, and in his complaint Mr Williams alleges that such a statement can only be made by a member of the association who was discreditable and hypocritical.

His allegations were referred to a tribunal by NATFHE national executive committee.

The tribunal, which is expected to complete its hearings in one day, meets on March 15.

Trent Poly director will retire early



Mr Ronald Hedley, leaving at 62.

The director of Trent Polytechnic, Mr Ronald Hedley, is to retire later this year—joining the growing number of first generation directors who have chosen not to stay on until they reach 65.

Mr Hedley, 62, had hoped to retire at the end of this academic year, but he was asked by the chairman of the polytechnic governors to stay until December.

He is adamant that his decision to seek early retirement is not connected with the increasingly tough financial climate.

"I had intended going on early retirement some time ago," he said. "There is no question of this decision being stimulated by the present problems."

His feeling is that 10 years in the job is enough and that the tenth anniversary of the polytechnic marks a suitable point at which to retire.

"Nothing has sparked it off other than a wish to see a little more of my family and to enjoy retirement. There are a lot of bright young men to follow."

Mr Hedley describes his involvement in building Trent into one of the largest polytechnics as "a very healthy state. It is very satisfying to have had some part to play in the development over the past decade."

With the imminent retirement of South Bank's director, Mr Vivian Perera-Mendoza, and City of London's provost, Dr Arthur Suddaby, Trent this year, not many of the old guard will be left by the end of 1980.

Of the 30 polytechnics in England and Wales, only 10 retain their original directors. 20 have no one, and the remainder are in various stages of transition. The consensus seems that 10 years is enough.

Adult classes back in Hants

Adult education classes in Hampshire, which were suspended completely during the winter months, are to be restored following a successful campaign from unions and action groups.

The announcement follows a meeting of education officials and councillors with representatives of the National Association of Teachers in Further and Higher Education and the Association of Adult and Continuing Education.

In association with the Hampshire Federation of Adult Education Centres they have been putting pressure on the county council to restore non-vocational classes since last autumn.

The secretary of the AACCE, Mr Steven Macdonald, said after the meeting: "Our worst fear was that Hampshire was dismantling its adult education service have been allowed to collapse. We are delighted that we have been able to restore the service to the next year and to full consultation of proposals for the future."

From March 1, non-vocational classes throughout the county will be restored for a 10-week session, to be followed by a further 10 weeks of evening classes. The total number of places will rise by about 30 per cent to 500 a year.

Details contained in proposals being discussed at the March meeting of Hampshire's further education committee are believed to include plans for a shift to a more self-financing service which will move towards the community education field.

Contrary to the national trend, the Hampshire borough of Romsey has given the go-ahead for a 3 per cent in its adult education budget for 1980-81.

Part-time lecturers want end to hourly pay

Part-time teachers in adult education institutes and further education colleges in London are demanding an end to the hourly paid system which, they claim, exploits them.

They are campaigning for the employment of part-time lecturers on a fractional contract which would give them the same pre-tax pay, conditions of service and fringe benefits as full-time staff.

At the moment part-timers represent about 85 per cent of staff in adult education institutes and approximately 25 per cent in further education colleges in the inner London area.

As a result of being employed on an hourly basis, they are denied job security, pensions, sick pay, career prospects, and increments, maternity pay, insurance credits and pay during holidays, and pay for extra-curricular work such as preparation and marking.

The hourly rates are about half that of full-timers doing virtually identical jobs. A part-time lecturer, 21 hours a week at O level earns about £3,000 gross, per annum, a full-time, married lecturer, doing similar work earns between £5,000 and £6,000 a year.

Traditionally, many teachers in London institutes and FE colleges make a living from part-time work. Some are recent graduates of colleges of education who have failed to find full-time employment in schools. They are the first to lose their jobs as a result of cuts in education spending.

The campaign to eradicate the differences in the treatment of full and part-time staff is being organized by the National Association of Teachers in Further and Higher Education.

Describing the existing system as exploitative, Ms Sybil Cock, chairwoman of the union's part-time staff sub-committee and a part-time teacher at Kingsway-Princeton College, said: "They are getting teachers on the cheap, and have never getting expansion in education on the cheap."

Representatives of the union have met officials of ILFA to discuss the possibility of conversion of part-time posts to associate lecturerships. But ILFA says the only way this scheme could be funded would be to cut the teaching programme, which is the present system, preserves flexibility.

College staff reject strike

Lecturers at Balling College of Higher Education have voted not to take a one-day strike in protest at a proposed pay cut in the borough. But the college may be empty for the day in any case because of action by students.

Members of the National Association of Teachers in Further and Higher Education rejected strike action by a small majority in a ballot held last week. But they accepted an alternative proposal to carry out a programme of sanctions, amounting to a work to rule.

NATFHE official said the union would stop short of anything that might inflict damage on recruitment of students for next year or which might harm the prospects of present students.

Now, however, the students are taking up cudgels against the council both on the question of cuts in the college budget and over plans to sell a site previously earmarked for college premises. They are likely to join members of the National Union of Teachers and other unions in a big demonstration outside the college meeting next month.

Students' union executive member Mr John Roberts said he expected a lecture strike to be expected to join the students in their protest.

The students' union has already written to Mr Mark Carlisle, Secretary of State for Education, asking him to intervene over the sale of the site adjacent to the college. The Department of the Environment has refused to take action on the grounds that the issue is of local importance only.

The students have appealed to Mr Carlisle because they claim the council's action in agreeing to sell the site to the YMCA for a hostel affects the long-term planning of a national educational institution. They point out that the land is surrounded on three sides by the college and is ideally suited for its use when the economic climate improves.

Ship's bridge for UWIST

A university and an institute of higher education are to share new research equipment worth £1m in a unique arrangement sponsored by the Department of Industry.

The equipment concerned is a ship's bridge simulator which will be the first in Britain and one of the few in the world. It is to be sited at the University of Wales Institute of Science and Technology but shared with the South Glamorgan Institute of Higher Education.

Degree level teaching and research work will be carried out by university staff and students, while South Glamorgan use the simulator for the training of mariners. Other maritime institutes will be given

access to the equipment when possible.

The Department of Industry Ship and Marine Technology Research Board allocated the simulator to Cardiff in preference to other larger maritime centres. UWIST has, in addition to its department of maritime studies, a centre for marine law and policy and a maritime ergonomics research unit, while the institute offers a range of courses for maritime officers.

The two institutions have a record of successful collaboration, having shared the use of a training ship and other equipment. Now they hope to add other simulators to their facilities to create a world centre of excellence with great potential for the acquisition of foreign currency.

Minister pledges priority for non-advanced courses

by John O'Leary

The Government will continue to give priority to non-advanced courses over higher education in its spending plans, Mr Mark Carlisle, Secretary of State for Education, said at a meeting of principals last week.

Mr Carlisle said he was at the meeting of local authorities for the implementation of this policy. There had to be a careful examination of the balance between higher and further education, he said, so that the country received value for money from its investment in education.

But Mr Carlisle told the principals he could not hold out any hope of special treatment for education beyond the prospect of level funding at next year's figures.

Manpower Services Commission. Mr Roy Helmore, a member of the MSC, had complained that its courses were suffering double cuts from the Commission and from education authorities.

Advanced courses were not necessarily more worthy of esteem than non-advanced ones, Mr Carlisle said, because national needs were suffering from a shortage of people. There had to be a careful examination of the balance between higher and further education, he said, so that the country received value for money from its investment in education.

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Students may get data request on Jews

British students visiting Moscow this summer to take part in or watch the Olympic Games, may be asked to pass on information about the Jewish living in the Soviet Union to fellow competitors and USSR citizens.

This may be one tactic adopted by the campaign launched this week in London to highlight the hardship faced by Jewish students living in the Soviet Union.

The campaign, known as Campaign for Freedom, is supported by the National Union of Students, the Union of Jewish Students, the Student Academic Campaign for Soviet Jewry, as well as Tory and Labour MPs.

Mr Howard Roper, the campaign director, promised freedom demonstrators, picnics, bar-becues, lobbying and vigils, including a week-long vigil outside the Russian Embassy in London in March. Special Pass-over services dedicated to Soviet Jews are also planned.

The national secretary of the National Union of Students, David Aaronovitch, pledged wholehearted support for the campaign. "Nothing could be more embarrassing for the Soviet authorities than to raise this issue directly with USSR citizens," he said.

He said he hoped to be able to bring all NUS members while attending the Olympics. "This is the only way to cut the ground from beneath their feet," he said.

About 55,000 Jews emigrated from the USSR in 1979, but the bleak outlook for 1980. It is thought that all refugees will have been moved out of Moscow for the start of the Olympic Games to avoid incidents.

Employers urged to bridge the gap

The ball was placed firmly in the employers' court this week at a conference on bridging the gap between education and employment.

Mr Geoffrey Holland, director of the Manpower Services Commission's special programme, called on employers to take the lead in providing a new deal for young people.

There had been various developments in schemes for young people, but only in the Youth Opportunities Programme had the community responded with boldness, vigour and imagination, he said.

A breakthrough was badly needed in other areas, but this could not be achieved by the Government, MSC or education alone. "They can create a climate, but the lead can only come from employers. They can and will take the lead if they are convinced it is in their own interests to take the initiative and that others will follow," he said.

Mr Holland urged employers to take a more flexible approach to training.

Admissions appeal

Dr Rhodes Boyson, MP, under-secretary at the DES, and Mr Gerry Fowler, deputy director of Preston Polytechnic and a former Labour minister, will be the two main speakers at a conference on admissions to higher education to be held at York from March 31 to April 3.

The conference is being organised by the Careers Research and Advisory Centre (CRAC) and sponsored by the DES. A few places are still available and organisers are particularly anxious that admissions tutors should be well represented.

Teacher training applications show a major decline

A major decrease in the number of men and women applying for teacher education courses beginning in 1980/81 compared with last year is revealed in the latest Central Register and Clearing House statistics.

These show a total decrease of nearly 5,000 in applications for BEd courses from 15,869 in 1979/80 to 10,969 in 1980/81. The fall is especially marked in the primary and secondary sectors as well as in the area of women applying for craft design and technology as first choice—seven as opposed to 122 men.

Applications to Postgraduate Certificate in Education (PGCE) courses show a marginal increase from 10,689 to 10,788. More women, 6,194 against 6,486, have applied while fewer men, 4,495 against 4,302, have applied. A general increase is recorded for all science subjects.

"Confirmation of the growing lack of teachers in shortage subjects has come from a recent survey conducted by a National Association of Schoolmasters/Union of Women Teachers.

with 74 male and 178 female applicants, regarding it as their first choice.

Chemistry and physics applications are very low, with 17 and 16 applications although physics has 135. Hardly any men put modern languages first although there are 146 female applications for French.

There is a shortage of women applying for craft design and technology as first choice—seven as opposed to 122 men.

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London universities lobby against cuts

Representatives from universities in London lobbied MPs at the House of Commons on Wednesday to protest against Government spending cuts.

One of the issues they raised was the "increase" for overseas students. According to the Association of University Teachers, a fifth of university income will be cut by 1983 in London because of the new fees policy, if overseas students fail to come.

Many lecturers were released by their academic institutions to attend the lobby. Both Lord Annan, vice-chancellor of London University, and Dr Raoul Franklin, vice-chancellor of City University, had agreed to attend.

to attend, and MPs from all three main parties agreed to attend a meeting to discuss the issues.

Mr John Akker, deputy general secretary of the AUT, said: "The Government just does not want to understand the turmoil it is creating in the university world. How can plans be made to reduce the cost of university when 20 per cent of income, much more in certain places in London, need not be materialized?"

"The purchasing power of over £26m which the capital gets from overseas students could also be drastically reduced by the Government's present policy."

Williams warns on ailing departments

by John O'Leary

Ailing departments in higher education should be closed as soon as possible before they endanger whole institutions, Mrs Shirley Williams, former Secretary of State for Education, said last week.

She told members of the Association of Colleges in Further and Higher Education that each of them would know of a department which had quite a lot of staff but decreasing numbers of students. Local authorities and the University Grants Committee should "grasp the nettle of closing them."

"I would prefer that to grasping the nettle of closing down whole institutions because in many cases that makes the whole area barren," Mrs Williams said, adding that she would not favour the lowering of standards to fill places.

Instead, Mrs Williams said, colleges should open their doors to more part-time students and those from social groups who had not so far been attracted to higher education. Both at the ACFFE meeting and in speeches made previously in Derby she advocated closer co-

operation between colleges and the Open University.

Spare capacity available during the summer vacations could be used to provide longer residential components for Open University courses, she said. Lecturers would be prepared to teach such courses, Mrs Williams thought, as long as they were paid extra for doing so.

However, she had a more gloomy message for Labour Party members in Derby, as she predicted the decline of the education system under the Conservative government. She accused Tories of "infiltrating all kinds of voluntary bodies connected with education."

The Government's spending cuts were not designed merely to cut waste, Mrs Williams said. They represented a theological and doctrinal attack on public services.

Mrs Williams also lent her support to proposals to make Derby Lonsdale College a polytechnic, although she thought it unlikely to come about under the present government. The college's course structure was equivalent to that of a polytechnic, she said, and it should seek the backing of the local authority associations for a change of status.

Lecturers' union defends general studies courses

General studies should be a distinct but integral part of every further education course including Technician and Business Education Council courses, the leading college lecturers' union defended last week.

Speaking at the inaugural meeting of the National Association of Teachers in Further and Higher Education's general studies subject section, Mr Mick Farley, assistant secretary, said that in addition to preparing young people for jobs, the aim of all courses should be to continue and deepen the students' general education, linguistic resources, social skills, critical evaluation and mature judgment.

"Since the then Minister of Education issued Circular 323 in 1957 the nature and extent of further education have changed greatly," he said. Nevertheless, the circular contained within the circular that general studies should be an important part of the further education curriculum remains as valid today as it was nearly 25 years ago.

He added that while general studies should continue to respond to developments which take place in and outside of further education, the pace of technological change will mean that a single specialist course will no longer be adequate for life in the last two decades of the twentieth century. Further education should become more concerned with personal fulfilment both at work and leisure and less involved in highly specific narrow skill preparation.

Mr Robert Rhodes James, Conservative MP for Cambridge, has been appointed by the Prime Minister to be the party's liaison officer for further and higher education.

Mr James, right, a Fellow of All Souls, Oxford, is a former don and has written a number of works, including biographies of Lord Randolph Churchill and Lord Rosebery and a study of British politics from 1890-1939.

He was born in India in 1933 and educated at Sedburgh School and Worcester College, Oxford. He first joined the House of Commons as an independent MP in 1955 and then became a Conservative MP in 1964. He also served for four years as an executive assistant to Mr Kurt Waldheim, Secretary General to the United Nations before he became a Cambridge MP in 1976.



Boroughs end adult class aid to ILEA

Thousands of people living in outer London are losing the opportunity to study in the centre of the city because their education authorities will no longer subsidise them.

Both the boroughs of Bexley and Sutton have just announced that they will no longer reimburse the Inner London Education Authority for people who live in their area but attend adult education classes in the capital.

Similar decisions are expected to be made shortly by Bromley, Croydon and Richmond, which will join the growing list of errand boroughs and home counties headed by Surrey, Essex and Berkshire which withdrew from the reimbursement scheme last year.

In return for the £300,000 it will

save on reimbursement charges, Bexley borough has agreed to withdraw its proposed cuts for its own adult education programme, in effect an additional £30,000 and try to provide the courses itself.

This plan has been met with scepticism by the National Association of Teachers in Further and Higher Education, who are opposing withdrawal from the reimbursement scheme.

"I think it would be very difficult for any outer London borough to provide the specialist facilities that ILEA now provides, such as the London College of Printing, the Central School of Speech and Drama, and the centre for the study of the City Life," said Mick Farley, NATFHE's assistant secretary for further education.

They fulfil a regional function which no outer borough on its own could provide."

Hospital appeals for research funds



The Brunel/Hillingdon baby cradle monitors the baby's hearing.

by Robin McKie

Science Correspondent

A film appeal has been launched by Brunel University and Hillingdon Hospital to set up a post-graduate and research centre which would work on developing new methods of health screening and disease treatment.

The centre, which will be built on the hospital site near Uxbridge, will be provided with laboratories, workshops, library and lecture theatres, and apart from carrying out research work, is intended to be a focus for postgraduate medical education to keep young doctors, GPs and dentists up to date with

latest ideas in medicine.

More than £100,000 has already been pledged for the fund and a further grant of at least £50,000 has been promised by North West Thames Regional Health Authority.

The honorary organizer of the appeal, Mr Eric Hughes, said: "We see the centre as being a place where the best attributes of both sides, encouraged by informal contact, will combine to stimulate new thinking."

The university and hospital already have a record for developing joint research projects, including the invention of a cradle which can test for deafness in very young children.

At present hearing defects are not normally detected in children until they are about two or three years old. The cradle uses electronic sensors and microprocessors to monitor behavioural responses to noises and can calculate if there are normal or not.

The cradle's developers, Dr Mike Bennett, of Brunel University's department of mechanical engineering, and Dr Sam Tucker, the hospital's consultant paediatrician, believe such machines, used routinely, could make early identification of disabilities in babies before they become difficult and expensive to treat.

Dr Peter Friend, a lecturer in the department of geology and one of six dons who will sit on a new inter-departmental committee of earth sciences, said there had been a general shift of interest in this century towards the study of geophysics.

Investigating the nature and properties of the earth, its make-up and its place in the solar system, has been of growing interest. Cambridge has played an important part in these advances particularly in plate tectonics," he said.

The merger will mean a more efficient use of resources for both research and teaching.

Students will be able to combine courses from all three departments before moving on to do more specialist study in Part II of their degree course.

The new department is expected to be working before the start of the 1980-81 academic year. It has won approval from the general board and now goes before the university's governing body, the Regent House.

Dr Peter Friend, a lecturer in the department of geology and one of six dons who will sit on a new inter-departmental committee of earth sciences, said there had been a general shift of interest in this century towards the study of geophysics.

Investigating the nature and properties of the earth, its make-up and its place in the solar system, has been of growing interest. Cambridge has played an important part in these advances particularly in plate tectonics," he said.

The merger will mean a more efficient use of resources for both research and teaching.

At present hearing defects are not normally detected in children until they are about two or three years old. The cradle uses electronic sensors and microprocessors to monitor behavioural responses to noises and can calculate if there are normal or not.

The cradle's developers, Dr Mike Bennett, of Brunel University's department of mechanical engineering, and Dr Sam Tucker, the hospital's consultant paediatrician, believe such machines, used routinely, could make early identification of disabilities in babies before they become difficult and expensive to treat.

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North American News

Faculty union bid dealt severe blow

The United States supreme court has dealt a severe blow to academic unionization at private universities, upholding the right of the administration at Yeshiva University to negotiate with the faculty union.

The court decided by the narrowest possible margin (five to four) that faculty members were part of management and therefore were not entitled to unionize.

Although the ruling applies specifically only to Yeshiva (a private Jewish university in New York) it is the first time the country's highest court has considered collective bargaining in private higher education, and the case sets a precedent that other institutions can use to resist unionization.

Yeshiva's faculty union, the American Association of University Professors, had argued that the faculty were not part of management and therefore were entitled to unionize.

Justice Lewis Powell, writing the majority opinion for the court, said Yeshiva's faculty union had made recommendations to the dean or director in every case of faculty hiring, tenure, sabbaticals, termination and promotion. They also "effectively determined" curriculum, grading system, admission requirements and course schedules.

According to Justice Powell, "it is difficult to imagine decisions more managerial than these. To the extent the industrial analogy applies, the faculty determines within each school the product to be produced, the process upon which it will be offered, and the customers who will be served."

The Yeshiva university faculty association is an independent union, affiliated to none of the three national organizations that seek to represent college and university teachers, but all three, American association of university professors, national education association and American federation of teachers, had filed briefs on its behalf.

Justice Powell said that the outcome of the case, although they said they could not predict how widespread its impact would be, would be "of great importance to the faculty members who will be affected by the ruling."

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ment of the National Labour Relations Act explicitly to provide that faculty members at all private colleges and universities are protected by the Act. However, it may be difficult for the association to press Congress to pass the necessary legislation, as the current political climate in the United States is cool about unionization.

The first immediate impact of the Yeshiva ruling is likely to be felt at Boston University, the largest private institution with a collective bargaining agreement. A contract between Boston University and the local AUP chapter was finally agreed last spring after four stormy years of dispute, culminating in a faculty strike.

Boston University's legal challenge to the union's recognition is still before the Supreme Court. Observers now expect the Supreme Court to send the case back to the Lower (Appeals) Court, which had ruled in favour of the AUP, for reconsideration in the light of the Yeshiva ruling. If so, the admission of AUP chapter was finally agreed last spring after four stormy years of dispute, culminating in a faculty strike.

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Student leaders query Carter on draft and energy policy

Student leaders from 300 colleges and universities spent a day at the White House last week, being briefed on home and foreign policy issues by senior presidential aides, including national security adviser Zbigniew Brzezinski and chief domestic policy assistant Stuart Eizenstat, and ending up with a question and answer session with Jimmy Carter.

The event testifies to the growing feeling that students will play a significant role in this year's presidential election, having contributed very little to the 1976 campaign—and a great deal (to the losers) in 1972 and 1968.

Commentators are writing of new political awareness emerging on some campuses, and student activity, mainly on behalf of President Carter's Democratic challengers Edward Kennedy and Jerry Brown, is getting more and more publicity. The stirring of student political interest is generally attributed to President Carter's decision to respond to the Soviet intervention in Afghanistan by restoring draft registration for 18 to 20-year-olds.

Although registration and the possible reintroduction of conscription provided the main focus of the White House meetings, it was not the only subject of discussion. "We didn't discuss the draft as much as we expected," said Jeff Gates, chairman of the student senate at the University of Southern California. Other topics included energy—many students at the meeting felt the government still was not doing enough to promote solar energy—and the role of the new department of education.

According to participants at the meeting—and contrary to the impression given by some press reports—at least half of the students present supported the reintroduction of draft registration as a sensible precaution and as a signal to the Soviet Union not to go any further. But they would almost unanimously oppose an attempt to go further and actually bring back conscription.

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Advantages in being tempted out to grass

Pressure on staff salary budgets is bound to grow both in the universities and the maintained sector as the new financial climate becomes increasingly chilly.

With salaries accounting for as much as 70 per cent of current expenditure in the polytechnics and colleges—and even more in the universities—ways of making quick savings are urgently being explored.

Compulsory redundancy—which is being openly canvassed for the first time in many years—has obvious limitations for quick savings. There is no national agreement in the universities; the agreement between the Council for Local Education Authorities and the public sector lecturers' unions requires employers to give at least one

year's notice and was in any case designed to deal with isolated instances arising from structural changes, explicitly not a major reorganization of the entire sector.

Natural wastage, augmented by freezing of posts, is less traumatic, but is generally regarded as a short-term expedient.

So the idea of attracting older staff to leave before their normal retirement age, with a healthy pension, index-linked to protect erosion through inflation or those over 55, and a large tax-free lump sum has obvious advantages.

The universities have now followed the example of the public sector in laying down national guidelines to provide a framework for locally-negotiated premature retire-

BRIEFING

ment schemes. The two are broadly similar—although there are some material distinctions which are indicated below.

The schemes are new—and it is too early to say if they have succeeded in attracting their targets. To employers the major advantage of premature retirement is that it offers the opportunity to slim down staff fairly quickly and painlessly. To the unions, it offers that members who may have been

teaching for many years are financially safeguarded but their posts, although they may be frozen while the squeeze persists, are not deleted.

The drawback for premature retirement is that people cannot be forced to retire if they do not want to. The wrong people in the wrong subject areas may apply, contrary to the best interests of long term planning.

With the greater severity of restraint there is bound to be pressure on the premature retirement schemes to go hand in hand with disestablishment of posts—effectively a redundancy situation in disguise.

Individual members of staff are likely to be drawn towards the

schemes—particularly when there may be on the decline as academic activities are restricted by financial restraints.

But the union attitude is likely to be more ambivalent. They are hardly restrained their members from taking full advantage of a totally endorsed and locally negotiated scheme.

In the universities the Association of University Teachers insists that PRC should not be a mechanism to bring about wholesale reductions of posts. And in the polytechnics, union leaders are increasingly anxious to ensure that PRC should not be used to disguise multiple redundancies, and insist that posts left vacant should not be regarded as disestablished.

The rise of the teaching company

Even by simple arithmetic the teaching company scheme, which links manufacturing industry with higher education, has proved a remarkable success.

When set up in 1977 as direct equivalents of teaching hospitals where young doctors train in real life situations and not on models it was envisaged that 20 programmes would be established by 1981—yet there are already 26 in existence with a pile of further proposals in the pipeline likely to swell the total by next year.

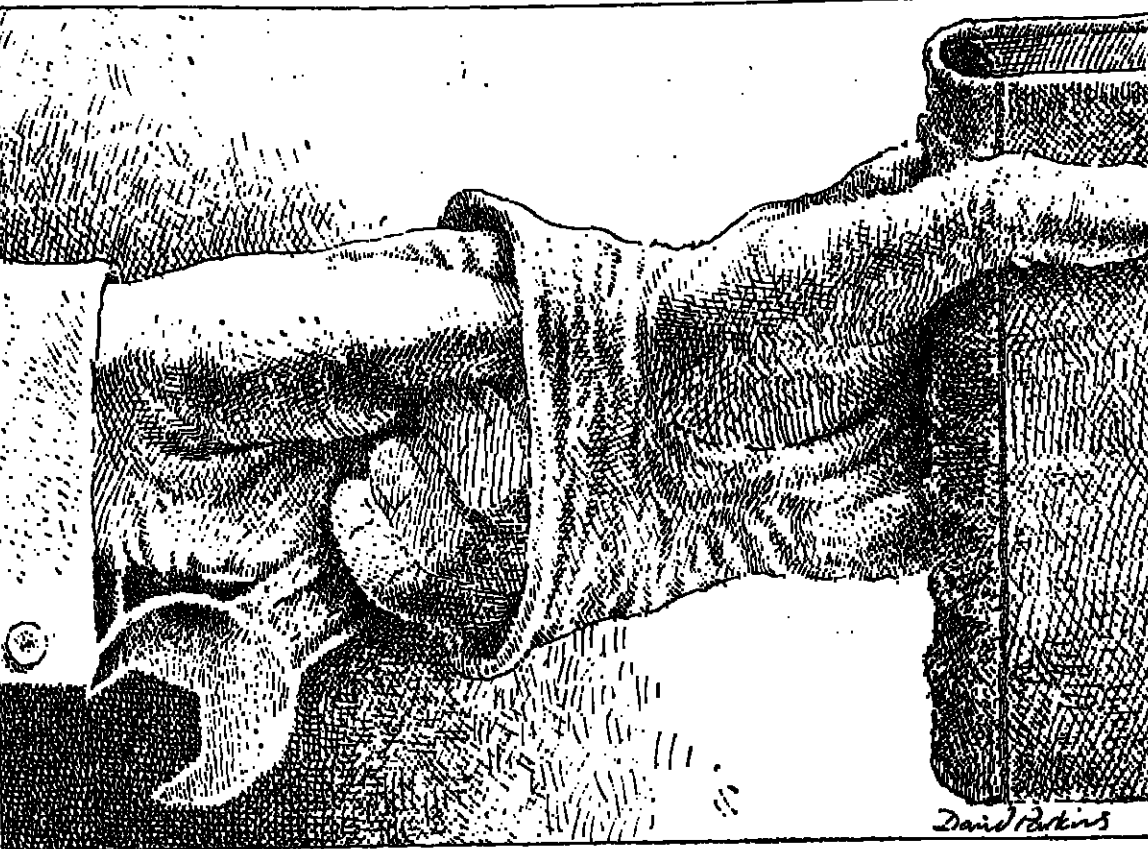
Of course, more numbers can be misleading. A more important gauge is the general enthusiasm revealed by those engaged in the scheme. For them, the teaching companies provide a precious inroad for their research and postgraduate teaching to be extended beyond the classroom and laboratory into operating companies with manufacturing capabilities.

It takes a strong nerve and commitment on the parts of both companies and associates to see this approach implemented. However, no major disasters have yet been reported and some investments have produced remarkable savings for companies.

And much of the credit must be given to the associates for as the review reports, after the first year of operation, the majority of programmes have shown significant changes in company and academic attitudes and activities.

The impact of the associates is a direct result of picking "high-flying" graduates with ambition and drive. If nothing else, they have to overcome inevitable prejudice and resentment over their "prying" into established company procedures.

But there are major headaches. For one thing, the very nature and qualities required of associates makes them hard to find and appoint. The problem is not helped by the poor salaries offered—about £5,000, although some companies top up the SRC's cash allocation—which is not the best way to entice ambitious graduates with a mind to an industrial career.



Robin McKie chronicles the growth of an ambitious scheme enabling industry to learn from the academics

It is at this level that some problems can arise. Students who have formally worked on only theoretical exercises, which cost nothing if failures, are suddenly asked to make decisions which can cost companies several hundred thousand pounds of expenditure on hardware investment.

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'a considerable improvement in recruitment... and an overwhelming response to advertisements'

"In all, it is a devil of a job trying to get good associates," admitted Professor M. Dryden, of Glasgow University's business studies department.

However, there are now grounds for optimism in this area, the last year has seen considerable improvement in recruitment and some programmes have received an overwhelming response to advertisements, it adds.

At universities and polytechnics, the numbers of staff involved in teaching companies have grown not just because of the spread of the scheme but because of the internal excitement generated by the opportunities of a "real life laboratory".

But many academics still value traditional analytical research, rather than application and practice. It will be needed before the necessary institutional and personal adaptation is achieved.

Staff benefit from real life industrial experience

The teaching company scheme has provided excitement and growth during a period of academic stagnation, believes Professor Myles Dryden, of Glasgow University's department of management studies.

"It has given our staff a real life laboratory in which they can reconsider their teaching in an industrial context," he added. And although Professor Dryden believes teaching companies are worthy of the general enthusiastic reaction, the real impact of the scheme will be medium to long term when the concept is properly established and recognized by industry, the public and academics.

The Glasgow University teaching company is run in conjunction with Howdens, a local engineering firm that manufactures large air moving fans and high technology circulators. Associates, all of whom have been engineering graduates so far, although a new appointment is to be made of a biologist, are working on short floor reorganization, computer-aided design and other work.

Mr John Lewis, of the department, and who is in charge of the teaching company, believes the firm has benefited in several ways. "For one thing, they have found they have put a barrel of dynamite under their own organization," he said.

"People are going round with the freedom to ask questions which their own employees do not do. These associates have no fear of rocking the boat and the company's own people learn there is no reason not to make changes."

Mr Lewis added that Howdens also benefited through appreciating the importance of improved training of technology graduates to turn them into good managers and of gaining an ability to apply higher levels of analytical techniques and more rigorous decision-making processes in the running of their plants.

As to the future, Professor Dryden admits there is a limit to the amount of detailed examination of a firm's procedures that can be carried out by an associate. "But a teaching company should become a permanent feature within a department and operate in conjunction with different industrial concerns. These associates' possible involvement include service industries, such as banking where microprocessor research could greatly boost the effectiveness and competitiveness of United Kingdom commerce. Indeed, the future for teaching companies is when they are used by those involved at Glasgow University."

Future plans to involve small firms in scheme

At Ulster Polytechnic, it is scarcely difficult to find an enthusiastic response to the concept of teaching companies. "Quite simply, they are the greatest things since sliced bread," said Professor Donald McCloy, of the mechanical and industrial engineering school.

His is only one of two teaching companies at the polytechnic. The second, run in conjunction with the Northern Ireland Development Agency, is organized through its centre of management education.

According to Mr Robert Houston, of the department, it has produced an enthusiasm among staff that is based on conviction and experience.

"The teaching company can meet a whole range of objectives and although it cannot solve all the problems of the country, it epitomizes the best road."

The polytechnic had taken the initiative to set up teaching companies because it wanted to get its fingers dirty and work with local industry, Mr Houston added.

His company works with several industrial concerns under the umbrella of the Northern Ireland Development Agency, an important system of operating which may in future point out the way for future developments in the scheme which will bring in small firms at present excluded by the scheme's entrance requirements.

In one case, a firm had to carry out a new process every nine days. It was such a complex, difficult procedure that it absolutely terrified them. But when our associates took a look at the matter, they were able to cut the time down to a few hours," Mr Houston added.

But the other teaching company, which operates in conjunction with Davidsons, the engineering firm which manufactures bearings and fans, associates work to a more typical technological procedure under the scheme. "Of course, they are working on giant fans and ventilators for mines and factories and not little household models," Professor McCloy pointed out.

He added that their associates, one of whom has a PhD in physics, the other a first class honours degree, work on finite element analysis for improving manufacturing design and on developing new facilities and manufacturing methods.

"We are looking for the best of academically qualified students. But they must have a will to get things done, a desire to solve practical problems. And they must be good communicators. There is no point in having someone with inhibitions," Professor McCloy said.

Mr Houston pointed out, teaching companies require continuous attention from the academics involved. "It is extremely important to get into a managing director's mind and view things from his point of view."

That requires cooperation and enthusiastic support of staff. And that is just what Ulster Polytechnic believes it has.

Poly staff suspicious of redundancy

Premature retirement compensation schemes will move and more become the way education authorities try to cut back on polytechnic and college salary bills.

PRC can be closely matched to local needs and resources. It permits more reliable planning than the first expedient of freezing posts which fall vacant; and while the costs can be heavy much of the burden is borne not by local ratepayers but by the superannuation fund.

But PRC for the public sector has many drawbacks, too. The age profiles of most polytechnics and many colleges mean that many staff are in the early parts of their careers.

Many polytechnic staff who have come into teaching after substantial industrial experience will also fail to meet the basic requirements of the scheme.

There is also deep suspicion that PRC may be used to disguise true redundancy.

For someone close to retirement age, the enhancing element will be smaller, but the lump sum payable under the Redundancy Payments Scheme will probably be larger, and is also not taxable.

Where premature retirement compensation schemes exist in the public sector, they have been negotiated locally within the framework of national guidelines agreed between the Council of Local Education Authorities and the teaching unions.

Agreement on the nationally-endorsed scheme was reached nearly three years ago, but because of delays in laying the necessary regulations before Parliament it did not come into force until April, 1978, although it was backdated to the beginning of 1977.

The driving force was a shared desire by the local authority associations and the teaching unions to deal effectively, but humanely with the problems raised by falling rolls at the schools.

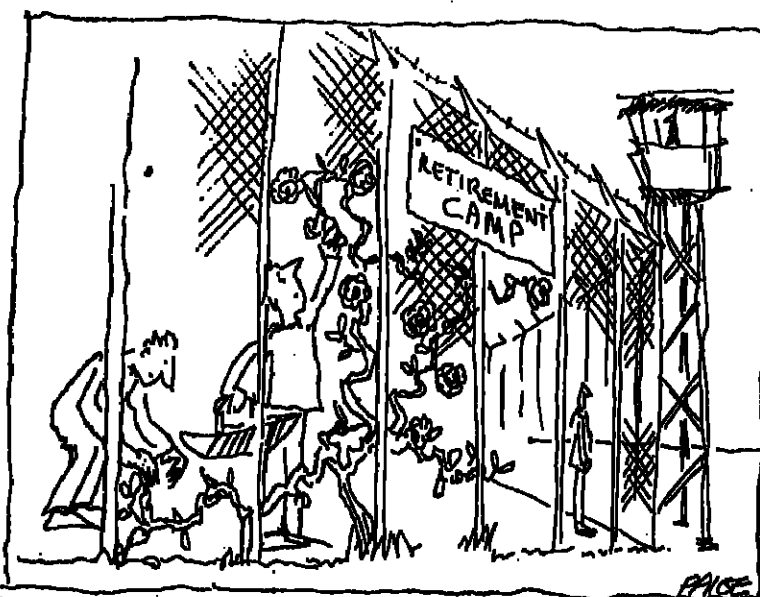
But the National Association of Teachers in Further and Higher Education, the Association of Principals of Colleges, the National Society of Art Education, and the Association of Agricultural Education Staff, were all additional parties to it.

Unlike the agreement for the universities, the public sector plan provides for staff aged 50 or more and with at least five years' pensionable service to retire early without financial penalty in two alternative sets of circumstances.

The first, which is shared with the universities, is when early retirement of an individual is in the interests of the efficient exercise of the (employer's) functions.

This is aimed at what employers say is the well-known problem of the played-out or tired teacher who is better for all concerned out of the classroom.

The unions insist that in this case there is a clear understanding that there is no redundancy, and that the newly-vacant post must not be disestablished. Union leaders and officials are becoming increasingly concerned to make sure the employers stick to the spirit of this part of the agreement.



far experience of this aspect of the scheme is sketched below.

Many existing PRC schemes specifically exclude redundancy although the national guidelines permit it. It can confidently be expected that as the financial squeeze tightens a move towards the full scheme will be sought by many employers.

As with the university scheme, PRC falls into two parts. The first is the normal pension entitlement under the best year's salary out of the past three—which in most cases will be the last before taking early retirement. This best annual salary is divided by 80 and then multiplied by the number of years' service. Although the Government is known to be considering making a change, this is at the moment index-linked to offset the effects of inflation, but is taxable.

The second part is a lump sum payment, which is not taxable, but is based on the number of years' service. The lump sum is paid at the discretion of the individual authority, and is subject to a bewildering range of qualifications relating to length of service and the total that may be added to top up the pension.

Calculation of the amount of enhancement is based on the number of years the employing authority is prepared to add to actual service. While the maximum under the national guidelines is 10 added years, the calling applied by individual authorities is almost always much less.

Unlike the normal pension it is not paid out of the superannuation fund but is borne by the local education authority itself.

While every case is decided on its merits, a teacher seeking voluntary redundancy will be offered attractive added years factors in an attempt to attract the maximum number of takers.

The same calculation is made with enhancement, but with the normal pension. Thus for a 60-year-old teacher with 30 years' service, a best year's salary of £5,000, and offered 10 added years by his authority, it will work out as:

Pension = £5,000 (30 x 1/80 = five x 3/80) = £1,875
Lump sum = £5,000 (30 x 3/80 + five x 3/80) = £2,437.5

It is important to bear in mind that operations after age 55, while the minimum age for this scheme is only 50.

The Inner London Education Authority, which has a no-redundancy policy, has been operating a PRC pilot scheme since 1978 in the existing climate it is highest likely that this autumn, when it comes up for review, it will be

Two categories of teachers are eligible—those who are 63 or more automatically get enhancement up to the age of 65, or to the ceiling of 40 years' service.

Those aged between 55 and 63 are given individual consideration but those qualifying have received an average of about three years' enhancement.

LEA's scheme has only been operating for one year, during which 46 lecturers aged over 63 inquired about it, and 34 eventually took advantage of it.

In the 55-63 category, 50 inquired and 28 qualified for some degree of enhancement. Of these 28 turned down the offer, and 26 eventually retired early.

Nationally there is little data on the totals of lecturers who have taken advantage of PRC schemes, although the Department of Education has established that since the regulations came into force 4,878 teachers of all kinds have taken PRC.

NATFHE officers estimate that while a large proportion of education authorities have extended the scheme to cover further and higher education, it is still probably not a majority. Many, such as Oxfordshire, have not extended a scheme to cover lecturers, and others—Hertfordshire among them—are unwilling to consider it because of the expense.

NATFHE officials are worried that education authorities are beginning to use PRC as though it was a redundancy scheme.

The PRC schemes do not preclude the use of the national agreement requiring one year's notice of redundancies, and in fact the two are complementary. It is possible that unions and management will adhere to the redundancy order, and require alternative such as natural wastage, redeployment, or redeployment, when the PRC scheme is acknowledged and a true redundancy is acknowledged PRC can be used to enable compensation to be paid.

One other scheme that needs to be mentioned is only to avoid more confusion in a highly complex area is the Cramble scheme, designed to help with the surplus of staff brought about by the run-down of the colleges of education in the centrally-administered by the DES. The scheme offers compensation in the form of a resettlement payment equivalent to a maximum of two-thirds former salary in former colleges of education, or polytechnic education, and a lump sum of £10,000.

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Early retirement seen as the answer to academic bottlenecks

Early retirement has become a rallying point for many people in the universities who are being forced to come up with alternative options for saving money, other than redundancies and the closure of departments.

It is also seen as good by those seeking to ease the bottleneck in the academic profession. The heady expansion and recruitment of the 1960s has left the legacy of a top heavy age structure and there is no money for the universities to fight their way out of the situation.

Many universities face the problem of an ageing staff establishment which gets more expensive as time goes on because of incremental drift.

Nor is the problem just a financial one. Lack of staff mobility hinders innovation, stifles inspiration, and the spread of new ideas, dulls challenge. About a year ago the University Grants Committee was considering a means of creating movement of staff between universities without creating new jobs. It would have been a small scheme to encourage people to move sideways, and therefore to bring in new blood, but without staff promotion, which would involve extra wage expense. The committee now has more pressing things on its mind.

In January of last year after five years of negotiation the Committee of Vice-Chancellors and Principals and the Association of University Teachers agreed a premature retirement scheme for academic and academic related staff in the Universities Superannuation Scheme.

It is specifically not a redundancy scheme. The principles are clear: a member of staff may seek to retire early if he or she wishes, if the university agrees, and if it deems this to be in its managerial interest.

The normal retiring age is 65. The scheme applies to members aged 50 or more and who have at least five years' pensionable service. In fact it would be unwise for a member to seek retirement until the age of 55 because index-linking increases do not begin until then.

Although the scheme is a national one it must be agreed locally. The initiative may come from either the institution or the member. Clearly, if a university deemed somebody to be a liability, it would not be likely to agree to his early retirement.

Under the scheme, a member receives his normal pension plus money for years he or she could not work to serve. A member's "flat" plan, the normal USS benefit of 1/80 of pensionable salary for each scheme year, and a lump sum payment of 3/80 of pensionable salary for each scheme year. There is also provision for widows and dependants should the member die.

A scheme year is closely defined. It would be a maximum of 10 years of added pensionable service until a member had fewer years left between premature retirement and normal retirement at 65, and the flat rate would be reduced. If the member could have worked more than 40 years of pensionable service, there is also a clause which says the institution may restrict it.

creation credit to the employee; compensation for premature retirement, the number of years of pensionable service. This means the university has the power to control the number of added years of pensionable service.

A university could say that a employee had anything from eight to ten years' reckonable service and the compensation would be adjusted accordingly. Of course, if an employee was told that he would get a few years' reckonable service, he could obviously change his mind about retiring.

Although the universities in the period of negotiation wanted to keep this form of discretion, the Inland Revenue insisted it should be part of the scheme.

The intention is that the scheme will be self-financing. Although it being operated through USS, a which all universities and employees contribute, the cost of added years will be met directly by the individual universities concerned.

It is difficult to calculate either the cost or the saving of the scheme because much will depend on inflation, salary increases and life expectancy. Much too will depend upon the extent to which staff will be replaced, and if so, at what level. Even if both the university and the AUT agreed locally the early retirement should not mean the loss of a post, much will depend on where vacancies occur.

In what it admits is a crude exercise the AUT worked out that if a senior lecturer, with a salary of £2,263 per annum, retired seven years early with seven added years of pension payable immediately, an overall cost of £3,099 would be incurred over a 22-year period (on the assumption of death at the age of 73).

The scheme is still in its infancy and it is too early to judge its effect or long-term significance. So far about 40 academics have retired under the scheme.

Both the universities and the AUT agreed the scheme was to provide cash for temporary academic staff which freed lecturers who can take close and detailed interest in programmes. They provide strict guidance and control which teaching companies could quickly lose direction.

The associates themselves, are taken on for two-year periods and between two and five appointments are made each year. Usually young engineers or physical science graduates are selected and are generally expected to take up an exceptional post in particular companies. Indeed, associates are often poached even before their two-year period is over—a move which universities and polytechnics see as a further indication of success.

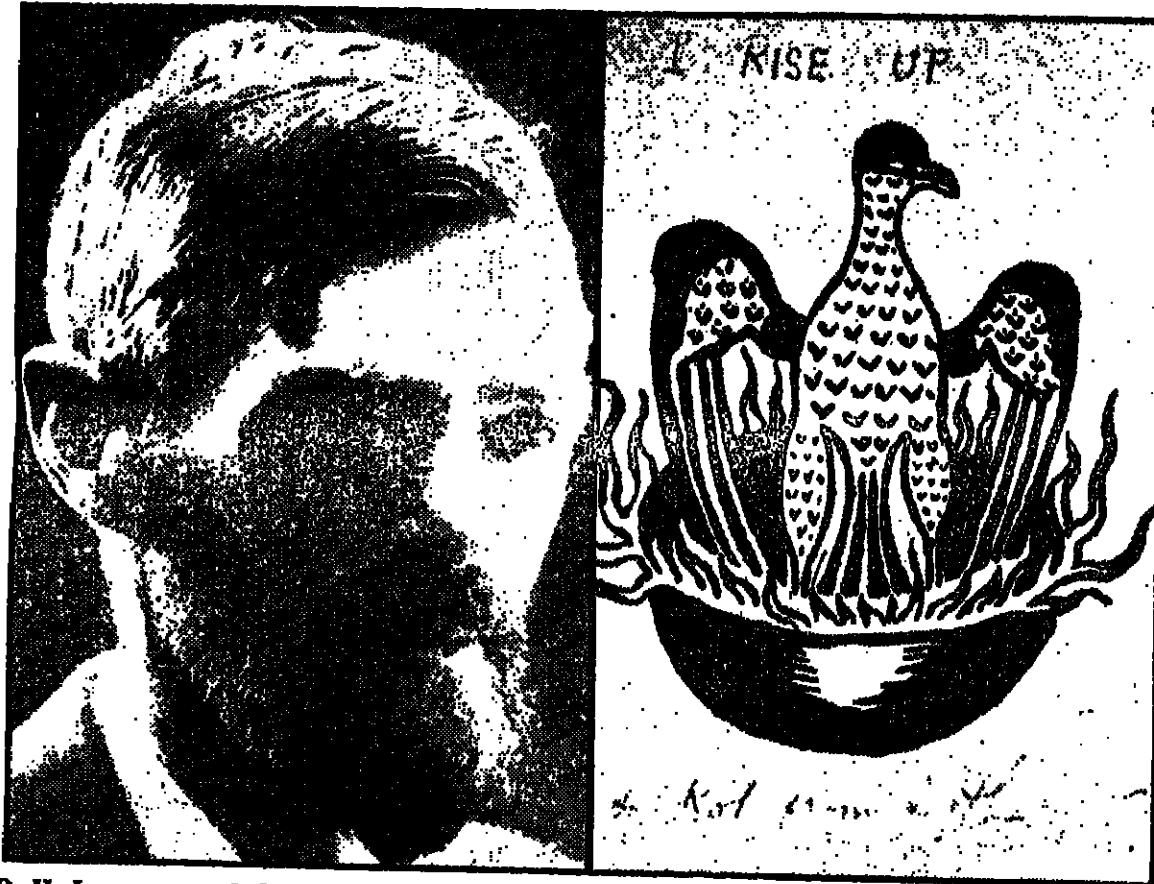
Typically, associates work on projects for planning and implementing manufacturing processes, improving plant performances, developing new management systems and introducing new products.

In principle, the scheme envisages academic participation in all stages of a programme from analysis and planning to implementation and operational audit, the teaching company review states. "But the selection and requiring of the associates are entirely company decisions."

David Johnson

Ngairi Crequer

A Lawrence for today: art for life's sake



D. H. Lawrence and the phoenix which he drew in 1928 for "Lady Chatterley's Lover".

Sunday is the fiftieth anniversary of Lawrence's death. Keith Sagar assesses his greatness not as a novelist, poet and playwright but as writer, thinker and healer

Twenty-five years ago, when I began to work seriously on Lawrence, if you did not specify D. H. Lawrence it was assumed you meant T. E. And even if you did specify D. H. people would often say "Oh yes, the Seven Pillars of Wisdom". The rise in his status has been spectacular. More words are published about Lawrence in an average month now than in the whole of the 1940s. He is on all examination syllabuses. He is more widely taught than any other twentieth-century English writer. But what has Lawrence been accepted? As what is he everywhere taught and praised? As a great novelist and short-story writer; as a very good poet; as an interesting dramatist? Of course he is all these things. But what does all that really add up to? When Frieda Lawrence, shortly after her husband's death, tried to sum up his achievement, she said nothing about his skill as a novelist or any of that. She said: "What he had seen and felt and known he gave in his writing to his fellow men, the splendour of living, the hope of more and more life he had given them, a heroic and immortal gift."

Now it could be argued, has been persuasively argued over and over, that Lawrence gave these things by virtue of being a great novelist. But that seems to me now to miss the point, and distort the nature of Lawrence's essential achievement. It seems to me that it has always been true, but is now more glaringly true than ever, that to say that someone is a great novelist, or great poet, or any other sort of great artist, really does not signify very much unless by that one also means that he is a great healer. We are desperately in need of healing. Only art can provide it. Any art which does not provide it, or at least attempt to provide it, struggle towards it, is false. What must be healed, and quickly if we are to survive, is the breach which has been widening for 2,000 years between man's consciousness and his buried self, between man and woman, man and nature, man and God, or the gods.

It is not of Lawrence the novelist, poet and playwright I want to speak here; but of Lawrence the writer, thinker and healer. I should like to take as my text the last line of Lawrence's poem "Thought": "I thought I was a man in his wholeness, whole and strong." For the word "thought" there, we could easily substitute the word "poetry" or "imagination". (Poetry is simply that form of words which allows the imagination fullest, freest play.) If this is indeed the true definition of thought (and Lawrence's whole life-work goes to substantiate it), the implication is that only poets or imaginative people are capable of thinking, and that what normally passes for thinking in philosophy, science, ordinary life, is really something else—a kind of mental knitting, which has no grip on reality, doesn't necessarily touch reality at any point, cannot open the eye to the world. Thought, as Lawrence defines it, is a form of vision, not of calculation.

What is normally thought of as thinking, all those methods of "thinking" which have been developed and systematized over the centuries in Western civilization under the name of philosophy, science or mathematics, and whose methods and assumptions have been built into the very structure of our language have been techniques for separating things from each other and then the parts of things from each other, atomizing, analysing, vivisection, labelling and compartmentalizing. We have completely lost the capacity for thinking in a way which puts things together again, perceives relationships and patterns and wholes. We no longer have the language for it, except those few who have the language of the imagination, poetry, at their disposal.

And this is why poetry, imaginative speech, is so unimmediately metaphorical. The metaphor is the linguistic equivalent, emblem of touch. It is the link, the bridge, the meeting, the marriage, the atonement, the reconciliation, the healing, the world as a unit, the whole, the unity over the supposed claims of dualism. When God needed a token of his atonement with man after the Flood, he made a metaphor, a rainbow, a visible sign of the harmony which all apparent dualities, which thought were a matter of mind only, man would be a windowless monad, an ego-bound obscenity. Lawrence's use of sex, for example, is metaphorical or symbolic. He always insisted that *Lady Chatterley's Lover* was a phallic not a sexual novel. A phallic is a penis seen in its impersonal and symbolic

aspect. For Lawrence, it symbolized that life in us which even now re-creates or ignores the conscious mind, taking its orders from elsewhere. "It is far deeper than sex. It is the self which darkly inhabits our blood and bone, and for which the phallic is but a symbol. The phallic is also a bridge between the self and the other, an explorer into the darkness of the unknown, a way for the soul to escape from the ego without death..."

"The mind is non-religious," Lawrence said. It cannot reach beyond itself. Blake called it "single vision and Newton's sleep," and said it is blind to the two-fold vision of energy, the three-fold of innocence, and the four-fold of holiness. Any reality, at any point, cannot open the eye to the world. Thought, as Lawrence defines it, is a form of vision, not of calculation.

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sincere, religious concentration you can bring to bear on your object. An act of pure attention, if you are capable of it, which brings the object to you, and you bring the object to focus your consciousness. Every real discovery made, every serious and significant decision ever reached, has been reached and made by this act of pure attention, and that is a discovery.

What is revealed or discovered is the secret innermost being of what is being attended to, its unique selfhood, its individuality, and its complete belongingness, and its dence with everything else, and its parity of being. Every true thought, every clear seeing, leads to the same discovery — in Blake's words: "Everything that lives is holy"; in Whitman's: "We are all one life"; in Whitman's: "I hear, and behold God in every object"; in Hopkins: "The world is charged with the grandeur of God"; in Lawrence's: "There is no end to the birth of God."

Literature must be judged by the same standard as any other human activity: what does it contribute to the world? How to live? But for Lawrence that was not a matter of sweetness and light, rather of darkness and pain and joy. He saw that the secret about how to live cannot be made in a purely human context. The urgent question for him was how to get human life back into a harmonious relationship with the non-human world and whatever powers we take to be operative there. Human morality is meaningless without the perspective of "the larger morality of life itself." What was for him a matter of health and sanity and fulfilment had become for us a matter of survival. His diagnosis—"blasphemous living"—and his prescription—wholeness—

stood. But the accelerated developments of the past 50 years have brought the patient to a crisis, perhaps terminal condition. What we need now is a new actual day-to-day lives, a new moral, political and economic life, which means also with the sacred Literature must be judged by the same standard as any other human activity: what does it contribute to the world? How to live? But for Lawrence that was not a matter of sweetness and light, rather of darkness and pain and joy. He saw that the secret about how to live cannot be made in a purely human context. The urgent question for him was how to get human life back into a harmonious relationship with the non-human world and whatever powers we take to be operative there. Human morality is meaningless without the perspective of "the larger morality of life itself." What was for him a matter of health and sanity and fulfilment had become for us a matter of survival. His diagnosis—"blasphemous living"—and his prescription—wholeness—

To speak of Lawrence's greatness in terms of his contribution to "the art of the novel" is subtly to belittle the novels themselves. No great novelist ever considered himself with "the art of the novel". It is a lot easier to talk about than actual novels, which have a habit of flying out of the nest pigeon-holes of Lit Crit. The art of the novel is of no importance. Poetry does not matter. With the formalists, still playing their word-games in the fallow shelters?

The prophets are never heeded; their healing powers are spurned. The battle, even if it is doomed, has to be fought against every generation by the bravest men. Every generation since the industrial revolution has had its prophet and healer—Blake, Coleridge, the early Wordsworth, Whitman, Hopkins, the later Yeats, Auden, Eliot, Pound, the greatest of them all, the English language, the living successor is Ted Hughes. All have been persecuted, mocked, misrepresented or, at best, ignored. One way of ignoring them is to say they are dead, and that is the case. For brave men are forever born, and nothing else is worth saying.

The author is senior tutor in literature in the Department of English Studies at the University of Manchester. His new book, *Lawrence: The Art of the Novel*, published yesterday by Batsford.

Flowers' variation on the Todd theme

Dr Robert Lowe considers the University of London working party report on medical and teaching resources published this week

Before the Flowers Committee was established, the London Medical School scene had on three occasions (in 1913, 1944 and 1968) been the subject of major critical review by committees bent on reform.

The most recent of these was the Report of the Royal Commission on Medical Education (the "Todd" Report) which recommended far-reaching changes. This report proposed mergers and rationalizations of medical schools and postgraduate institutes to produce seven major medical institutions in place of the present total of 30. Six of these new large institutions were to have both undergraduate and postgraduate functions, and five of them were to be multi-faculty, eventually to be part of a multi-faculty college of the university. The seventh would remain a postgraduate institution, with the possibility of it later developing an undergraduate school.

An important feature of the Todd proposals was the stress on the development of new enlarged preclinical medical schools, with an intake of about 200 students, who would receive their clinical training in the large clinical schools created by the merger of two existing ones; the new preclinical schools were to be housed (whenever possible) within a multi-faculty college, often at the expense of the existing clinical departments. Implementation of these proposals would have been extremely costly.

The report of the University of London's working party on medical and dental teaching resources (the Flowers Report) has many resemblances to the Todd Report. It recommends rationalizations and mergers to create six major medical institutions, five of which would be independent schools of the university, and the sixth would be part of a multi-faculty college.

It differs from the Todd Report in four important respects: it does not seek to impose a uniform pattern on each of the six new schools, but accepts that the accidents of geography and the differing stages of development of the various institutions require different solutions for each new school; its recommendations can be implemented with the minimum of new capital expenditure; it recognizes the change in the climate of opinion on medical education that the course should be as integrated as is practicable and that multi-disciplinary teaching should be extensively employed as a result; it no longer stresses the overriding importance of links with a multi-faculty college, but accepts that the link between preclinical and clinical departments is of greater value; it sets out details of managerial arrangements, which would protect the financial resources needed for both undergraduate and postgraduate activities.

The circumstances in which the Flowers Report was written are, however, very different from those which prevailed for the Todd Report. The latter was based on the broad assumption that the existing hospital services in London would continue to be needed on the same scale and in the same geographical locations.

The Flowers Report was written after a decade of evolution of a health service policy whose conclusions are set out in the recent DHSS publication, *Towards a Balance: A Framework for Acute Hospital Services in London, Reconciling Teaching with Service Needs*. This paper is the health service counterpart of the London Health Planning Consortium, in close consultation with the Flowers Committee, and is required reading for students of the Flowers Report.

Towards a Balance concludes that, mainly for demographic reasons, by 1988 London must lose over 6,000 acute hospital beds, which 2,300 will be in teaching districts; this represents a reduction of nearly 25 per cent of all acute beds in London. In these circumstances it will be impossible to continue to provide sufficient clinical facilities for all of the present medical schools and postgraduate institutes in their current locations. The Flowers Committee has accepted these conclusions as a basis for formulating its own proposals.

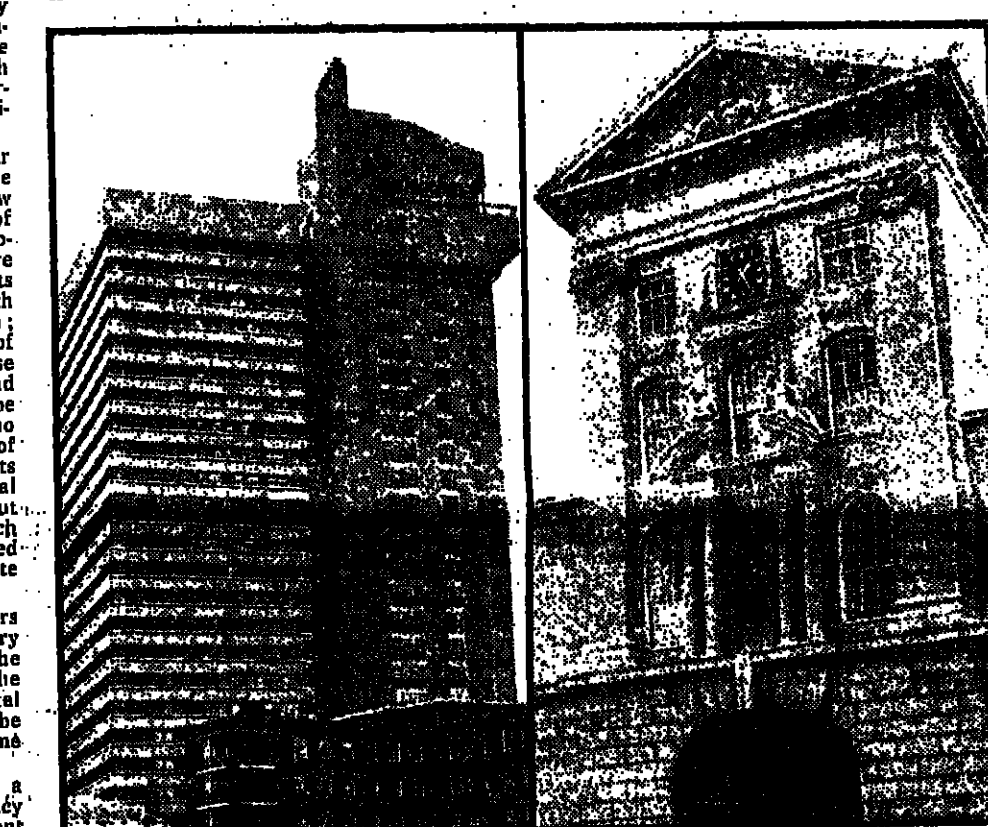
The new framework proposed for London University's medical and dental institutions is set out in Chapter six of the Flowers Report. The Westminster Medical School, which is housed in the old St. Bartholomew's Hospital, the London Hospital, the Middlesex Hospital, Guy's Hospital, the Royal Free Hospital and the Royal Postgraduate Medical School would lose their separate identities and become part of one or other of the new large schools. Five of the postgraduate institutes (Dermatology, Ophthalmology, Laryngology and Otolaryngology, and Gynaecology) would lose their separate identities and be retained in one or other of the larger general medical school complexes. University resources would be withdrawn from the Institute of St. Mary's School.

The six remaining medical postgraduate institutes would retain their separate identities, but would be part of the British Postgraduate Medical Federation (BPMF) and would later be administratively part of one or other of the new schools. The BPMF would be a new body, the University would be a new body, and the Flowers Committee would work from one or other school located in the relevant Thames

Region. Preclinical teaching would cease at the Royal Free premises in Hunter Street, at King's College in the Strand, and at the London Hospital Medical College.

The six proposed new schools would be of different sizes. The largest would be the University College School of Medicine and Dentistry, resulting from the merger of the Royal Free, the Middlesex and UCH Medical Schools, with University College, which would utilize a single preclinical school on two different sites (at University College and the Middlesex). The clinical students would obtain their clinical training mainly at four university hospitals: UCH, the Middlesex, the Royal Free and the Westminster.

The Institutes of Orthopaedics and Laryngology and Otolaryngology would move into existing premises at the Middlesex and UCH respectively. The Institutes of Neurology and Child Health would also become part of the new school, as would the London School of Hygiene and Tropical Medicine. Other hospitals providing clinical facilities for the new school would be the Hospital for Sick Children at Great Ormond Street, the Royal National Orthopaedic Hospital at Stanmore, and the National Hospitals for Nervous Diseases.



Guy's Hospital (left) and St Bartholomew's (right) face merger.

Five other schools would be formed by amalgamation similar to those for the University College School but without constitutional links to a multi-faculty college, save and in the case of the proposed Harvey School; this would be formed by the amalgamation of Bart's and the London, with a joint preclinical school either at St. Thomas' or in new buildings at Queen Mary College, incorporating the existing preclinical departments of the Institute of Ophthalmology and the Institute of Otolaryngology.

The four other schools would be the Lister and St. Thomas's Joint School, incorporating the new Lister School (formed by amalgamation of Guy's and King's College Hospital Medical School), together with St. Thomas's and the Institute of Psychiatry; the St. George's School of Medicine and Dentistry, incorporating St. George's, the Royal Dental Hospital of London School of Dental Surgery, the Institute of Dermatology and the Institute of Cancer Research; the joint St. Mary's and the Royal Postgraduate School of Medicine and Dentistry, incorporating also the Institute of Dental Surgery and part of the Institute of Obstetrics and Gynaecology; the Charing Cross Medical School, incorporating Charing Cross Hospital Medical School, the Cardiothoracic Institute and the other part of the Institute of Obstetrics and Gynaecology.

The report also sets out a list of the university hospitals (16 those at which clinical academic departments would be situated) which would be available to each of the six new schools. These are broadly the same as present except that Queen Mary's Hospital, Roehampton is designated to St. George's; the Westminster Medical School is designated to the University College School; St. Mary's is designated to the Harvey School; Queen Elizabeth's Hospital for Sick Children is designated to the Harvey School; St. Stephen's Hospital, Chelsea is designated to Charing Cross instead of Westminster. The purpose of the Flowers recommendations is not primarily to save university

resources. The immediate savings anticipated are relatively small (amounting to only £3m annually or 6 per cent of university expenditure in medicine and dentistry) and these would be redeployed for medical and dental purposes. An important additional factor underlying the Flowers Committee recommendations is the need to make the most effective use of available clinical facilities in the light of DHSS proposals greatly to reduce the numbers of acute beds in London. A large medical school with an intake of 250 students, and three or four university hospitals at its disposal would be able to ensure that all its students had access to those specialties which could not be provided in every hospital.

Middlesex) seems to be an awkward compromise. It is difficult to envisage either the two proposed joint schools functioning effectively even when at a later stage they each have a single governing body; so long as the two components of a joint school are on different sites, the activities on each being mostly self-contained, they are unlikely to develop unity of purpose or function. However, neither time nor the economic climate is on the side of opponents of the Flowers Report. Even before the Government's recent decision on the funding of places for overseas students, two postgraduate schools had been warned of the possibility of a large reduction of UGC grant, the grounds that much of their activity was in fields which should be funded from health services sources and not from the DES. The recently proposed withdrawal of UGC grant in respect of overseas students now threatens bankruptcy for more than one postgraduate institution unless they can shed substantial numbers of staff.

Yet, while the postgraduate schools appear to have been overgenerously funded in the past in respect of their university activities, the undergraduate schools have been underfunded. This situation was highlighted in the DHSS formula for reallocation of health service resources; the target allocations for London include an adjustment to SIFT (Service Increment for Teaching) to compensate for the shortfall of UGC funds in support of clinical departments. The London undergraduate schools have, for many years, asked for an increased allocation of university funds to meet their admittedly understaffed clinical departments.

At a time when postgraduate schools may have to shed staff in large numbers, but undergraduate schools are inadequately staffed it makes obvious common sense to bring the two together under one management, which would facilitate the redeployment of staff from one to the other; given goodwill by the schools involved, the risk of academic staff redundancies must be greatly reduced by these arrangements. Some of the detailed proposals in the Flowers Report need to be modified in the light of subsequent events. Reductions in overseas student numbers at University College, Queen Mary College and King's College might release appropriate building capacity for preclinical students.

The preclinical teaching of the proposed University College School, of medicine and dentistry, would be better housed on a single site than on two separate ones. If King's College can offer to house a single preclinical school supplying clinical students both to St. Thomas's and to the new Lister School, this alternative might even be preferred by the university, even though it would be opposed by both Guy's and St. Thomas's. Housing the preclinical departments of the proposed Harvey School in Queen Mary College rather than at Chatterhouse Square, in fact, envisaged by the Flowers Committee as its preferred alternative.

Another factor which may modify the details of the Flowers proposals is the future decision of health authorities on the alternative use of hospital beds vacated by reductions of acute services. For example, if a large number of acute hospital beds were vacated in a major teaching hospital, by the National Heart and Chest Hospitals might be relocated there rather than being rebuilt near its present main site. If its new location was remote from Charing Cross but near another medical school, it might be preferable to incorporate the Cardiothoracic Institute into the neighbouring teaching hospital, rather than into the Charing Cross School.

If the proposals of the Flowers Report are rejected in their entirety by London University, what are the alternatives? They are likely to be even more disruptive. It is difficult to see how the UGC would inter-venient. Two major committees (Todd and Flowers) have reached the same general conclusion that a few large schools should replace the present multiplicity of small schools and institutes. Flowers has shown how this can be done without excessive costs. If London will not put its own house in order the UGC is likely to establish its own independent committee of inquiry which would include some members who are critical of the London medical scene.

Health service sources are likely to press their view that the intake of medical students into London is too high for the available clinical facilities, and that the numbers should be reduced. The result could be the closure of not one but two or even three of the undergraduate schools. While such an independent inquiry was in progress, special pleading by London University for help towards its problems of staff redundancy is likely to fall on deaf ears. Several medical institutions might well be forced to close before the UGC had reached its decisions.

To conclude, I cannot do better than quote the final sentence of the Flowers Report: "The University of London now has a painful choice: either to accept the recommendations we have made, or something approximately to them... or to let economic and demographic forces take their inexorable and indiscriminate toll."

The author is Dean of St George's Hospital Medical School

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BOOKS

Donne's divine poems

The Divine Poems of John Donne edited by Helen Gardner (second edition). Clarendon Press: Oxford University Press, 1980. ISBN 0 19 812745 6

During the 28 years since the first appearance of Dame Helen Gardner's celebrated text of the *Divine Poems* other editions of Donne have appeared, notably John T. Shawcross's New York edition (1968) and A. J. Smith's Penguin edition (1971). New materials and resources have also come to light and a great deal of editorial work has been done: the California edition of the *Sonnets* has been completed (1953-1961), the *Essays in Criticism* and *Ignatius His Conclave* have been edited, and R. C. Bald's *John Donne: A Life* (1970) has dealt authoritatively with many disputed biographical problems. The Clarendon Press edition of Donne's poetry, of which the *Divine Poems* was the first volume, has now also been completed with W. Milgate's editions of *The Satires and Verses* (1967) and *The Epithalamions, Anniversaries, and Epicedes* (1978).

The revised *Divine Poems* takes into account this new material, and the much more detailed introduction, articles and criticism. Most significant from an editorial point of view has been the work done on the manuscripts of Donne's poems and the new manuscripts that have

been recorded, chiefly the discovery that the Westmoreland manuscript was in the hand of Donne's friend Rowland Woodward, and the discovery of a copy of the verse letter to Lady Carey in Donne's own hand. The latter is invaluable for deciphering the accidentals of the text, and the former reaffirms the already high authority of the Westmoreland manuscript. All this modifies, supplements and updates the apparatus surrounding the text and is disposed with deft and scholarly consideration.

Some issues are still unresolved: the exact date of the *La Corona* sequence remains uncertain; it is still apparently open season on the punctuation (and interpretation) of "Do not woo me, for I have been offered all things (Gardner) or 'Do not woo my soul for hers; offering all things (A. J. Smith) from the sonnet 'Since she whom I love, hath paid her last debt'; and the handling of contracted forms and elision marks is always problematical.

This revised edition does not make the frequently reprinted 1952 edition redundant. With tact and good sense, the new edition retains the page numbering of the first edition so that page references to the poems are identical, and for the most part the layout of the general introduction and commentary remains the same. Most of the new material appears in footnotes, in a considerably rewritten textual introduction and in supplementary notes. Nor does the text of the

poems themselves look suddenly unfamiliar. The alterations in substantive readings are, very few, lines in 'To Mr Tillman', line 29; some lines in 'The Lamentation of Jeremy'; and the 'Hymn to God in the Sacrament' in which the 'earth' and irregular 'Wile thou forget that sinne by which I wonne' is discarded in favour of 'Wile thou forgive that sinne by which I wonne'. The 'Hymn to Christ' now appears in the manuscript setting with a long final line rather than the setting of the 1633 edition.

The commentary has been supplemented by useful notes on, for example, 'Butter my heart' when we are offered a parallel in the *Sard* (but still no interpretive comment on that extraordinary opening image of the over the top and firing the clay); on *Lucretius* collection (1955) of the form—swimmer, bird, and a mast, and so on—reflected in 'The Crosse'; and on the recently covered manuscript copy of 'Good Friday', one of which was sold at Sotheby's in 1970 and the other, found in the Huntington Library, which was the subject of a long article in *The Times Literary Supplement* (August 1974) and of much subsequent discussion.

R. D. Bedford

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Knight in tarnished armour

Chaucer's Knight: the portrait of a medieval mercenary by Terry Jones. Weidenfeld & Nicolson, £8.95. ISBN 0 297 7566 9

One who lives off his study of literature may, perhaps, be forgiven for approaching this book gingerly. Terry Jones of the Monty Python team may have written an ingenious send-up of proliferating scholarship. But not so. Enjoying a secret second career as learned medievalist, through three hundred serious pages he develops, with sure professional foot, a thoroughly documented, single-minded thesis, new in literary studies, but consistent with literary commitment to redemptive satire: Chaucer's Knight, so long and so uniformly regarded as the idealized vulgarity of Chaucerian chivalry, is left not the least nobility of leg to stand on.

Jones contends, as do some historians, that the Knight is a mercenary, one of many 'swarming across Europe', with no 'family background, no coat-of-arms', no 'manorial estates', showing every

sign of the lightly armed, paid killer, absent from Chaucer's Portraits, and present only at appalling massacres and dubious raids. This detailed demolition deserves some consideration: for example, it will have to be reaffirmed that the absence of pity from his 'And yet he was a good man, as he is cont since such lists were characteristically select; and that there were differences in reputable medieval opinion about a knight's array, St Bernard approving shabbiness.

Jones plumps exclusively, then, for one side of issues that were often controversial or about which we lack conclusive information. He is, however, characteristically fair and acknowledges, for example, that 'many real-life knights', who were not mercenaries and whom Chaucer knew personally, had 'between them, fought in most... of the remote regions' mentioned. But he exposes (as we all do) the basis on which he selects facts and makes emphases when he shows the nobility of his relatively simple view of Chaucer the artist in asking, 'Is it credible that Chaucer, the humanist who chooses a polemical pacifist tract as his own

tale'—could have regarded Chaucer as promoting Christianity? By willingly adopting the Parson's condemnation of pride in the characterization of the Knight, Thesus he implicitly accepts, for example, the Parson's limited view of sex. That, surely, would upset his 'And yet he was a good man', as well as being insensitively untrue to most of what is arguably Chaucer's greatest work, *Troilus and Criseyde*.

The Knight's Tale Jones sees with less originality than he sees the Knight himself (see, for example, Paul T. Thurston's *Artistic Ambivalence in Chaucer's 'Knight's Tale'* 1968—a book 'exceptionally uncited' 'as a sparkling and witty parody' on the notion of an 'unphilosophical, violently unromantic' killer who 'pretends to the dignity of knight-hood'. But, however we take Knight or Tale, we ought to remember that the Host said that started the 'game well, and without exception, everybody' and it was a noble story.

R. T. Davies

R. T. Davies is reader in English at Liverpool University.

Festive, mature or middle comedies

Shakespeare Survey 82 edited by Kenneth Muir. Cambridge University Press, £14.50. ISBN 0 521 22753 4

We usually look to *Shakespeare Survey's* annual volumes for the fine tuning of our ideas about Shakespeare not for new channels or, as reprogramming, volume 32 has done, for the first of three 'middle comedies'. Much *As You Like It*, and *Twelfth Night*, plus contributions on *Love's Labour's Lost*, *The Merchant of Venice*, *Measure for Measure*, *Richard III*, *The Taming of the Shrew*, and *The Merry Wives of Windsor* in an attempt to survey the problems of the early seventeenth-century theatre in Poland built on a square plan like the Fortune.

The survey itself is a usual appendix carried out. The state of critical opinion on the middle comedies was last surveyed in the 1955 volume. It then took John Russell Brown 12 pages to deal with work on all the comedies up to and including the problem plays. Now he takes only a few pages to deal with only the middle comedies, but with more than 60 attempts at fine tuning for

each play. No wonder she settled on the most neutral title for them, rather than 'festive' or 'mature'. Her survey of the shifts in critical opinion could have suggested a title indicating the present consensus more narrowly, but over a perspective of 26 years, and with such a quantity of material, the white area more conspicuous than the consensus. Since C. L. Barber's wave-length change in 1959 to the festive view emphasizing the audience as community, the fine tuning has increasingly been inclined to emphasize the complexity of audience response. So neutrally the 'middle comedies' it is.

Shakespeare Survey's other basic survey, the annual, reviews, called *The Year's Contributions*, are the real staple. To read, as R. P. Hill, E. D. Fenby and George V. Wilson, do, the 100 or more items, many of book length, which deserve mention and to be by great, is, indeed, in the non-Shakespearean sense most serviceable. I could wish there was an open acknowledgment that the survey is selective, but nothing can be said with any old debt to the labour which involved reading more

comedies. Elliot Kriger is impressive on *Much Ado's* pattern of unresolved misperceptions, an adroit extension of the standard points about 'noting'. D. J. Palmer on *Twelfth Night* has some points about its background situation. His comments on the identification scene between Viola and Sebastian at the end of the play have helped Nancy Hughes in her companion article on *As You Like It*. Gustav Ungers deploys a number of aphorisms in II.iii, but does not quite click his case.

Of the other contributors J. M. Nozworthy offers a tempting view between *Measure for Measure* and *Love's Labour's Lost* in an attempt to sort out the problems of the early, and Karl P. Wentersdorf looks at the way through the confusion that prevailed over just range comedy drawing up of a 'responsible' construction would be respecting *Measure for Measure*. *As You Like It* was in the wrong but Claude's only dubiously in the right (Shakespeare of course got it right).

Andrew Gurr

Andrew Gurr is professor of English at Reading University.

BOOKS

Reading the unreadable

Deconstruction and Criticism by Harold Bloom, Paul de Man, Jacques Derrida, Geoffrey Hartman, and T. J. Leach. Routledge & Kegan Paul, £8.95. ISBN 0 7100 0436 2

"How can a proper name be translated from the 'telegraphic' band" or hundred-page footnote accompanying Jacques Derrida's contribution to this collection of essays, goes to the heart of the linguistic concerns which are the focus of what is called 'deconstructionism'. The thought is numbing in its theological purity. For if even proper names defy translation—because of the almost limitless associations a given culture gathers about them—what chance for a complex linguistic act such as a poem? The authors of this self-avowed manifesto would reply: Precisely. Translation 'rigorously conceived' is a meaningless concept.

They go far beyond this, however, for the impossibility of rendering one set of verbal constructs in terms of another is only the paradigm for a whole approach to literary analysis in general. The dead hand of semiotics and Lacanian psychoanalysis may be seen behind all this because it is the cultural, historical and personal resonances surrounding even the slightest particles of language (yes, no, and, the) are effectively infinite, then the very act of human communication itself becomes literally impossible. And this is exactly what the deconstructionists assert. Anyone who argues otherwise is a victim of 'logocentrism' and 'metaphysics'. There is, in the 'abyss' of words, such an

'indeterminacy of meaning', so much that it is 'absolutely random', that literature is actually unreadable.

Here, for instance, is Derrida, whose essay is in effect a 33,000-word disquisition on the associations and possible meanings conjured up by the title alone of Blanchot's *L'Écriture du mort*: 'I maintain that this title is unreadable. If reading means making accessible a meaning that can be transmitted as such, in its own, unequivocal, translatable identity, then this title is unreadable.' And here is Hillis Miller on Shelley's *The Triumph of Life*: 'The poem, like all texts, is "unreadable", if by "readable" one means, a single, definitive interpretation.'

Unfortunately—for this is where deconstructionism begins to come unstuck—those conditional 'ifs' actually beg the question. Creative ambiguity, arguably the pulse of verbal art, does not necessarily generate such semantic plenitude that meaning itself disappears. A poem can mean, and be many interconnected things, and thus be perfectly 'readable'.

There is a sense in which this is conceded by the very existence of the study itself. But it is also specifically acknowledged, at least by Hillis Miller. After arguing himself literally up a blind alley to the point where he confronts, dumbfounded, 'the blank wall beyond which rational analysis cannot go', he makes a full 360 degree turn and asserts that deconstructionism, by the movement of a kind of gutless 'dialectics', turns into its own opposite and thus enhances meaning. Where none was possible before. 'Far from reducing the text back to detached fragments [deconstructionism] inevitably constructs again in a different form

what it deconstructs. It does again as it undoes.'

This claim is not made good elsewhere. As Miller admits, the ultimate justification for this mode of criticism, as of any conceivable mode, is that it works. It reveals hitherto unidentified meanings and ways of having meaning in major literary texts. But setting aside once more the question-begging, it must be said honestly that at those moments in the book where actual literature is engaged with—Paul de Man's close, extended reading of Shelley's *The Triumph of Life*, for example, or Geoffrey Hartman's discussion of Wordsworth's 'A little onward lend thy guiding hand'—deconstructionism appears to have little to add to what we used to call practical criticism. And its exponents are sensitive about this. Hillis Miller's essay is a lengthy attempt to rebut Wayne Booth's charge that the deconstructionist reading of a given work hardly goes beyond the 'obvious'. But if Harman and de Man are meant to be examples of deconstructionism at work, then Booth will win on points.

It is not that the specific analyses are wrong—we are dealing here, after all, with some of the most forceful and distinguished members of the English department at Yale University—but that they are, well, conventional. Deconstructionism appears incapable despite its contrary claims, to advance our understanding or appreciation of literary art. It fails to meet its own stated criteria.

Michael Egan

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Doing his contemporaries good

The Poems of Matthew Arnold edited by Kenneth Allott. Second edition by Miriam Allott. Longman, £12.00 and £8.50. ISBN 0 582 49075 8 and 48679 3

Matthew Arnold: the Critical Heritage: prose writings, edited by Paul Dawson and John McDermid. Routledge & Kegan Paul, £14.50. ISBN 0 7100 0244 0

Kenneth Allott's edition of Arnold's poems was first published in Longman's excellent series of annotated poets in 1965. This has now been revised and enlarged by his widow, Professor Miriam Allott. As well as amplifying the commentary and notes, she has included a short poem on Tennyson, a number of extra juvenilia and minor pieces, and five more appendices (one of which is the preface to 'Merope'), making the volume about a hundred pages longer than the first edition.

Arnold, a 'literary' poet, echoes, transforms and influences phrases and ideas in other writers' works, and so the annotation of his poems can have a critical as well as an informative function. Miriam Allott has carefully built on Kenneth Allott's foundations. Here are new examples taken from the commentary of familiar poems. The new additions further comparisons with Milton and Keats and, using suggestions from other scholars, draws on Browning and to evidence of the 'dry intellect' manner of the 'Scholar-Gipsy'.

Here, for example, we can read Fitzjames Stephen, Henry Sidgwick and F. H. Bradley on Arnold's notoriously vague terminology. What exactly does he mean by the 'grand style'? What is his definition of culture? What is the relationship that he sees between virtue and happiness? There are, too, weighty objections to his apparent flippancy: three reviewers compare him to the affable, pompous nobleman scorned by Horace on the battle-field.

The 'Scholar-Gipsy' have been run together; stanza 22 of 'Thyrsis' has been divided into two parts; some verse-paragraphs in the 'Forerunner Merman' and 'Empedocles on Etna' are not clearly separated (pages 102, 188-189); four stanzas of 'Progress' are squeezed together (page 277). It's a pity that a work of indispensable scholarship has been marred in this way.

Like Professor Allott's book, the *Critical Heritage* volume is a considerable contribution to Arnold studies; it complements Carl Dawson's collection in the same series of criticisms of his poetry. Here, conveniently assembled, are 62 nineteenth-century responses, mostly in the form of review articles from English periodicals, to Arnold's writings on literature, education, religion and society. As in other nineteenth-century *Critical Heritage* compilations, one is impressed by the reviewers' expansive fluency, their intensity and—in many instances—the agency of their arguments. Many of us today are justifiably impoverished and delighted by Arnold, whose analyses of English culture remain relevant in many fundamental ways, but it is rewarding all the same to examine the criticisms that were made of him—concerning, not only because we need to be aware of cross-currents in nineteenth-century English thought but also because an appreciation of the way he responded helps to clarify his achievement.

Here, for example, we can read Fitzjames Stephen, Henry Sidgwick and F. H. Bradley on Arnold's notoriously vague terminology. What exactly does he mean by the 'grand style'? What is his definition of culture? What is the relationship that he sees between virtue and happiness? There are, too, weighty objections to his apparent flippancy: three reviewers compare him to the affable, pompous nobleman scorned by Horace on the battle-field.

A contributor to the *Saturday Review* thought that despite his lofty views of culture 'there is

plenty left to reward the research of a quiet plodding little man in spectacles'. As time went on, however, the value of his work was recognized more and more. In 1882, Andrew Lang is expressing his belief that 'Arnold has done us great deal of good'. In 1886, Frederick Harrison thinks that the 'Study of Poetry' 'should be preserved in our literature as the norm, or canon of right opinion about poetry'.

I have chosen only a very few of the numerous points discussed by contemporary reviewers. The editors in the introduction give us a close and comprehensive account, adding examples from sources not represented in the book. What we have is therefore an authoritative text. But some aspects of their editing are puzzling or unsatisfactory. Every foreign word or phrase is translated in the footnotes (sometimes oddly)—among them, *prima facie*, *Zeitgeist*, *modus operandi* and *rapprochement*. This practice suggests that the book may be meant for, say, an uninformed first-year student with no access to a dictionary. On the other hand, no explanations are given of allusions that may well perplex even quite knowledgeable readers.

Who, for instance, are Mr Bain, Edward Lynd, Mr Garrison and Loughton? Who is meant by 'Punkerton and his school' and the 'Seven from Göttingen'? The editors' headnotes sometimes unnecessarily summarize the texts they introduce. I felt that too many late nineteenth-century general surveys of Arnold's work were included, although we could not read the pieces by Leslie Stephen, Frederick Harrison and George Saltmarsh. In place of some of the material I thought was superfluous, we could perhaps have had clearer interpretations of the actual content of Arnold's own arguments.

These faults do not seriously detract from the essential value of a book that adds much to our knowledge of Arnold and Victorian culture, social and religious ideas.

Donald Hawes

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Derrick Sharp is Chairman of the National Association for the Teaching of English.

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Contexts

Measure for Measure, the Law, and the Convent
by Darryl J. Gless
Princeton University Press, £8.90
ISBN 0 691 06403 2

At the biennial Shakespeare conference in Stratford in 1974, A. D. Nuttall undertook to prove that the sin of fornication was technically impossible in Jacobean England since, according to the marriage contracts in *Measure for Measure*, the act of sex would in itself transform the pleasure his audience took in this deliberate *reductio ad absurdum* of scholarship indicated perhaps our unfortunate tendency to respond to new contributions to the long and intricate debate on the many problems which bedevil this particular play. Hence it seems important to say at the outset that Professor Gless has written a very good book on *Measure for Measure*, combining admirable scholarship with critical sensitivity to give us a coherent and convincing reading of the play.

He approaches it through a survey of its intellectual background, concentrating on "the full implications of the biblical measure-for-measure text; the complex interrelationships among Renaissance conceptions of civil law, theological law, charity, and providence; the ethical impact of Protestant sabbath doctrine; and the currency, complexity, and potential literary uses of antimoralistic satire."

One is sometimes suspicious of attempts to discover Shakespeare's meaning by reference to contemporary texts of a non-literary nature, since the selection and application of such texts can seem arbitrary and it is always possible for the artist to ignore or deliberately contravene the orthodox assumptions of his day, but Professor Gless impresses by his thoroughness and relevance. Moreover he avoids reductionism by paying careful attention to complexities and apparent inconsistencies not only in *Measure for Measure* itself but in the many and various materials he brings to bear on it. He rightly assumes, for example, that "the meanings of scriptural texts themselves are not at all self-evident" and he quotes from a wide range of Protestant theologians to illustrate that there was no such thing as a simple doctrinal position on the sin of fornication. The religious issues raised in *Measure for Measure*, instead we find that it was common for Anglican theologians at least to approach the current debates in a tolerant and exploratory manner, not unlike Shakespeare's.

I was particularly interested in Professor Gless's discussion of antimoralistic attitudes in Protestant writings and his application of those attitudes to our interpretation of Isabella. He argues that Francisco's breathless explanation in act 1, scene 1, of the trivial and arbitrary rules of the convent regarding conversation with men ("if you speak, you must not show your face; if you show your face, you must not speak") would alert the audience to the possibility of antimoralistic satire. As the play goes on, we are indeed encouraged, despite our fundamental sympathy for Isabella, to see her as representing certain well-known monastic errors such as an overdependence on the external "law" of religion and a certain lack of true humility. He founds that this approach, by allowing us to see in the second half of the play an education and even a punishment for Isabella, gives her character a coherence and sympathy that I had not previously felt. Professor Gless, who has much to say about the play, is also interesting in the role of the Duke and on the frequently neglected question of the integration of the subplot.

This is altogether a necessary and illuminating book and one which, in these days of rising costs, has been handsomely produced.

Ann Thompson

Ann Thompson lectures in English at Liverpool University.

BOOKS

A dismal study

Literary Language from Chaucer to Johnson
by A. J. Gilbert
Macmillan, £12.00
ISBN 0 333 21704 7

Any author who takes on so well-worn a subject as stylistic choice and change in English writing in its most formative period undertakes to say something startling and fresh. There is nothing either startling or fresh to be found in Mr Gilbert's work. On the contrary, it is cobbled together out of well-worn sources like Auerbach and Tuve, whose trace is to be found on almost every page, despite the complete absence of bibliographical reference to these seminal works.

To take a single example, a discussion of the styles of Donne and Dryden which focuses as Gilbert's does on the smallpox passage from Dryden's *Upon the Death of Lord Hastings* is inevitably related to Miss Tuve's treatment of the same passage, for the same purpose, in *Elizabethan and Metaphysical Poetry*. Yet not so much as a footnote is included to acknowledge the origins of this discussion. Indeed, the paucity of footnote material coupled with the absence of bibliography will make this work almost entirely useless for students of literature or of style.

Mr Gilbert's thesis is that the traditional three levels of style which early modern English took from antique rhetoric (high, middle and low) provide a rich means of distinguishing between types of literary language in the period from Chaucer to Johnson. They are also supposed to provide a way of tracing diachronically the shift towards "low" (direct, unornamented, and colloquial) style in the course of the period under discussion. This is a new thesis. And I cannot find a single instance of Mr Gilbert's thesis yielding any reading insight whatsoever on the basis of this tripartite division; his definitions are so vague as to blur any possible distinctions. His conclusion is a striking example of the mud-dle this leads to.

The development of styles in this period is towards a new politeness and urbanity, and there is a gradual but steady elimination of colloquial expressions of a more vulgar kind from writers' language. The literary metaphors of Chaucer, Skelton, or Sidney, and the coarse language of Dryden's plain style, are not to be found in Browne or Johnson. There is a spread of middle style vocabulary into the plain style usage, and the decline of the three styles can be seen to be declining.

"Plain style" with "middle style vocabulary" is both "politeness and urbanity" and no style at all.

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or so it seems in Mr Gilbert's terms. And yet a page or two later he has contended that "the style of a particular passage" is "high", "middle", "low", "what we cannot tell, is what this means, and discards, as Mr Gilbert does, fixed and formal definitions of classical rhetoric handbook.

At the heart of Mr Gilbert's argument about the transition from more direct, unornamented style to the contention that the human logic of Peter Ramus (Pierre de Ramus) played a vital part in this transformation. I have no hesitation in saying that almost everything that Mr Gilbert has to say in chapter three of his book is simply wrong. To take a single example, a discussion of the styles of Donne and Dryden which focuses as Gilbert's does on the smallpox passage from Dryden's *Upon the Death of Lord Hastings* is inevitably related to Miss Tuve's treatment of the same passage, for the same purpose, in *Elizabethan and Metaphysical Poetry*. Yet not so much as a footnote is included to acknowledge the origins of this discussion. Indeed, the paucity of footnote material coupled with the absence of bibliography will make this work almost entirely useless for students of literature or of style.

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Lisa Jardine is a fellow of St. John's College, Cambridge.

Medawar's wise saws

Advice to a Young Scientist
by F. B. Medawar
Harper & Row, £4.95
ISBN 0 06 337006 9

To describe this book as opinionated is to be literally accurate but grossly misleading. As applied to an author or his prose the adjective implies an irritating assertiveness, a pontification and the suggestion of a writer who presents them with a self-confidence securely based either on considerable ignorance or an inferiority complex or a blend of both. The author of this book disarms us by telling us in his preface that it is simply a collection of his opinions, "unvalidated by any systematic scientific research". However, the dominant reaction of this reader was not irritation but a sense of great privilege at being the fortunate recipient of the personal judgments of a man who has justly won world renown for his seminal advances in science, whose reflections on many issues, non-scientific as well as scientific, with high intelligence informed by sensitivity and, above all, a deep humanity, and who can be committed to the view that persuasive and rhetorical argument can be compelling in its own context, not to assume that the book should be read as a series of "wise saws and moral in-

"Pierre de la Ramus... the philosopher" and should be read by his work in French literature every scientist, whether young or old, and most important of all, as a point for to go further in 1543. Both Sidney and Bacon referred to as "Ramus" which I am not sure I can exercise. The one, because he writes so clearly and persuasively, the other because of his "association of the abstract and the concrete" in his arguments. In any case, in the evidence that Ramus's actually had any influence on author concerned.

I can find nothing whatsoever to recommend to the reader, and I am tempted to end this review at this point for to go further in 1543. Both Sidney and Bacon referred to as "Ramus" which I am not sure I can exercise. The one, because he writes so clearly and persuasively, the other because of his "association of the abstract and the concrete" in his arguments. In any case, in the evidence that Ramus's actually had any influence on author concerned.

Keeping audiences alert

from Heaven and Earth
Edward Teller
Harvard University Press, £8.40
ISBN 0 674 10633 3

In his preface Dr Teller says that his book is based on a series of lectures and one could have guessed that the chapters are of convenient length, the sequence of information suits a lecture series, and so on. Dr Teller shows the controversial or penetrating nature which experienced lecturers use to keep audiences alert. The preface suggests that the practical reader might pass over the chapters which deal with the origins of life on Earth and I support that view; these chapters might be omitted.

As suggested at chapter 1, the book gives a readable account of the way in which more and more fossil fuel has been used to fuel the amenities of the growing consumption has led to the problems that have been created.

The chapter on natural energy sources is an interesting catalogue in a book of this length one cannot expect a critical analysis of every item. I was pleased by the realistic way in which Dr Teller deals with the fusion reactor; almost certainly it will be more than 20 years before useful power is obtained from fusion. Those who think of it as a clean source of

BOOKS

Medawar's wise saws

helps them to know when to speak out and when to remain silent; it emphasizes the mental synergism of collaboration. Errors of fact are not to be condoned. Honest errors of interpretation are permissible (perhaps this is a necessary concomitant of progress), but they must be constantly aware that a gut feeling that a hypothesis is true is not evidence. Although science is public knowledge there can be a legitimate pride of ownership of the unique solution and there is very much to be said for "Scientism" and the "dirty tricks" specialists. One would wish that the remarks on the customer-contractor relationship had been expanded. We then move into a talk and avoid attracting classification as a BORON.

The last third of the book covers the more familiar ground of analysis of the scientific process and deals with the four kinds of experiment (Baconian, Aristotelian, Galilean and Kantian); analytic and synthetic discovery; serendipity: whether a scientist can be described as a utopian or an arduous; and the research topic and the supervisor. There is little that is new here but it has, as does the whole book, an abundance of homely and convincing examples and some memorable phrases such as the pure scientist's secure in his privileged access to the Absolute. "Imaginative guesswork is the generative act in science," "the scientific method is a potentiation of common sense" and "every enlargement of understanding is an imaginative premonition of what the truth might be."

I recommend this book most strongly to all scientists of all ages and to those wondering whether they wish to join this community.

Fred Dainton

Sir Frederick Dainton retired in 1978 as Chairman of the University Grants Committee, and is now Chairman of the British Library Board.

Keeping audiences alert

It was interesting to see the early development of atomic energy through American eyes; there is no mention of the report which Peter and Frisch wrote in England showing that a practical atomic bomb could be made or of the subsequent British Maud Report which, when it was given to the Americans, triggered immediate action in the United States.

Most parts of Dr Teller's chapters on reactor safety and the anti-nuclear movement are carefully written, I was responsible for the design, construction and operation of Britain's first reactors and I believe that meticulously careful design, construction and operation can make nuclear reactors (including American light water reactors) safe but I am not sure that opponents of nuclear power will be convinced about safety by what Dr Teller says. The Windscale incident happened after I had left the Atomic Energy Authority and I have not seen the report on it; Dr Teller is right in saying that an uncontrolled release of fission energy caused a fire in the reactor and that some radioactivity did escape; in all other respects I am told that he has been wrongly briefed.

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Christopher Hinton

Lord Hinton of Banksdale

Cellular motile systems

Cell Motility
by Howard Stebbings and Jeremy S. Hyman
Longman, £4.95
ISBN 0 582 44380 6

Motility in cellular systems takes many forms ranging from locomotory devices such as amoeboid movements to intracellular phenomena such as the mobilization of chromosomes during mitosis. This excellent new book in the series "Integrated Themes in Biology", brings all of these processes together and demonstrates that through an association with two classes of minute fibrous structures known as microtubules and microfilaments they may all have a common basis. The literature of this exciting area of research is becoming too large for anyone but the specialist, and Stebbings and Hyman have provided an overall view that most biologists will be able to follow.

Although the book is concerned almost exclusively with non-muscle cells it begins by considering the vertebrate muscle fibre since this provides a useful model with which all other motile systems can be compared. The biochemistry of muscle proteins and the sliding filament theory of muscle contraction are discussed, and what emerges from the remainder of the book are the remarkable similarities between other systems and this vertebrate model. As a prelude to this, the morphology of microtubules and microfilaments is described in great detail and the biochemistry of tubulin, non-muscle actin and myosin, and other associated proteins is analyzed. This analysis illustrates

beautifully how electron microscopy and biochemistry can come together to provide an explanation of a complex, biological process.

This is perhaps best illustrated by the description of ciliary activity and the structure of the axoneme. The complex arrangement of microtubules within the cilium, consisting of a central pair and nine outer doublets associated with inner and outer arms and radial spokes as revealed by electron microscopy, has now been analyzed biochemically and shown to consist of the association of at least two minor proteins, dynein and nexin, with the microtubules. Dynein, having been shown to exhibit ATPase activity, has allowed a sliding microtubule model of ciliary activity to be postulated and a similar model of mitosis is also convincingly presented later in the book.

Microfilaments are shown to play an important role in such diverse cellular processes as axosome reactions, shuttle streaming in slime moulds and the contractile activity of the brush-border and a sliding filament mechanism is proposed to explain amoeboid locomotion. Microtubules are shown to be involved in intracellular transport mechanisms such as the movement of pigment granules and ribosomes and the migration of nuclei; and a sliding vesicle model is considered to explain fast axoplasmic flow in nerves. There is a very up to date account of the role of these fibrous structures in mitosis and cytokinesis and the book ends with some specific examples of specialized motile systems in protozoa.

D. J. Beadle

D. J. Beadle is head of the division of physiology and cell biology at Thames Polytechnic.

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Richmond College offers the B.A. degree in Business Administration and Economics, English Literature, and British Studies. A B.A. major in Social Sciences and another in Fine Arts are planned for the near future.

Richmond College currently employs 15 full-time tutors and more than 50 part-time tutors who teach courses in their field of academic specialisation. The College is expanding rapidly and it is anticipated that further part-time tutors will be needed for academic year 1980-81. Applicants are particularly sought in British History, Psychology, and Industrial Sociology.

The academic year is divided into two semesters of fifteen weeks each. The Fall semester runs from early September to mid-December; the Spring semester from early January to mid-May. Classes normally meet twice each week in 1½-hour sessions.

Current salaries (under revision) are £375.00 for a Lower Division course and £425.00 for an Upper Division course.

Applicants should send a letter of application, a curriculum vitae and the names of two referees to: Robert E. Kuehn, Academic Dean, Richmond College, Queens Road, Richmond, Surrey, TW10 6JP.

Hull College of Higher Education

FACULTY OF SCIENCE, ENGINEERING AND MARITIME STUDIES

SCHOOL OF ENGINEERING

Principal Lecturer—Control Engineering/Systems

Required as soon as possible for this new post a highly qualified and experienced person to develop the subject within planned CHA degree and other related programmes. Specialist short courses and research consultancy activities are encouraged.

Salary scale: £7,680-£8,523 (bar) £9,839 plus £72 supplement

Further details and an application form may be obtained from Mr. D. J. Tiddell, Personnel Section, Hull College of Higher Education, Queen's Gardens Site, Hull HU1 3QH. Closing date for receipt of completed applications: 21st March 1980. Tel: 0482 224121. ext. 2391.

Slough College of Higher Education

School of Science

LECTURER IN CHEMISTRY

(GRADE 1)

(From 1st September, 1980)

Applications are invited for this post to teach mainly Organic Chemistry at Higher Technical and General R.I.C. levels and to contribute to the teaching of other branches of chemistry.

Salary scale (inclusive of London fringe allowance) £3,045 to £3,815 (scale)

Send SAE for further particulars and application forms to Vice-Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG, to whom they should be returned within two weeks of the appearance of this advertisement.

Middlesex College of Higher Education

Northwick Park, Watford Road, Watford, Middlesex, W11 1LH

FACULTY OF SCIENCE

Principal Lecturer and Director of the Drawing School

Salary: £8,523 to £9,839 (bar) £72 supplement

Applications are invited for this post to teach mainly Organic Chemistry at Higher Technical and General R.I.C. levels and to contribute to the teaching of other branches of chemistry.

Salary scale (inclusive of London fringe allowance) £3,045 to £3,815 (scale)

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Middlesex College of Higher Education

Northwick Park, Watford Road, Watford, Middlesex, W11 1LH

FACULTY OF SCIENCE

Principal Lecturer and Director of the Drawing School

Research Assistants

Applications are invited from graduates or post graduates with appropriate qualifications, for one or more posts of Research Assistant to work on a business history covering the first twenty-five years of nationalised railways in Britain. The author will be Dr. T.R. Gourvish.

The appointment will be initially for a two-year period, tenable from 1st April 1980, or as soon as possible thereafter. Salary will be at an appropriate point on the Research Council Scales. The Research Assistant/s appointed will be based in London W2.

Please apply, in the first instance, with a curriculum vitae and the names of two academic referees, to:-

Dr. T.R. Gourvish,
School of Social Studies,
University of East Anglia,
Norwich, Norfolk, U.K.

To be received no later than 15th March, 1980.

Colleges of Further Education

LONDON COLLEGE OF FASHION

Department of Design

Principal Lecturer in Surface Decoration

Salary: £8,523 to £9,839 (bar) £72 supplement

Applications are invited for this post to teach mainly Organic Chemistry at Higher Technical and General R.I.C. levels and to contribute to the teaching of other branches of chemistry.

Salary scale (inclusive of London fringe allowance) £3,045 to £3,815 (scale)

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EAST SUSSEX COUNTY COUNCIL

Ref. 80/3

Senior Lecturer in Interior Design

with featuring/industrial experience to be responsible to the Head of Department Art and Design for DMC, 3D courses, including Exhibition, Commercial 10 Museum Design and other 3D supporting areas.

To commence 1st September 1980

Salary: Senior Lecturer scale £8,597-£9,283 (bar) £72 supplement, depending upon qualifications, training and industrial/teaching experience.

Details and forms, returnable by first post Monday 14th April 1980, from the Principal, Hastings College of Further Education, Arthury Road, St. Leonards-on-Sea TN38 0HX.

East Sussex

Overseas

Papua New Guinea Department of Education Superintendent Non-Formal Education

Applications are invited from men and women with a Trained Teacher's Certificate or equivalent qualification for the post. A degree or further qualifications in education beyond initial teaching qualifications desirable. It is essential that the appointee has extensive experience in a developing country and has demonstrated an understanding of its special NON-FORMAL Education needs with an ability to cater for them effectively.

Candidates will be required to have successful relevant experience in administration and approved capacity to work well with a large number of independent bodies and authorities. Proven administrative, planning and executive ability of a high order together with the personal qualities of sensitivity, leadership and initiative are also essential.

* 3 years contract renewable in most instances.

* Gratuity of 14% per annum on final salary, taxed at a flat rate of 2%.

* Virtually free married or single accommodation.

* Air fares to and from PNG at commencement and expiry of contract.

* 6 weeks annual leave with return fares paid to U.K. during 2nd year of contract.

* Free primary and secondary schooling (Port Moresby and Lae only) and generous education subsidies for dependent children attending school overseas.

A salary of 17630 Kina (£11,600 approximate sterling equivalent) is offered together with an annual gratuity of 4231 Kina (approximately £2,784).

Please write or telephone, quoting Ref. V18/ED/26 for application forms to be completed in duplicate and further details to:- The Recruitment Attaché, Papua New Guinea High Commission, 14 Waterloo Place, London SW1K 4AR. Telephone 01-930 0922.

Papua New Guinea



Overseas continued

The Gippsland Institute of Advanced Education invites applications for the following limited term position:

Lecturer/Senior Tutor/Tutor in School Librarianship

The appointee will be required to teach in School Librarianship courses: Associate Diploma in School Librarianship and Bachelor of Education (School Librarianship). Duties will include a major responsibility to plan a programme and supervise students in the School Librarianship Practicum (20 days of supervised field experience) and to contribute as a member of a teaching team to other School Librarianship units in Reference and Administration and one of the following: Bibliographic Organisation, Children's Literature, Collection Building, Growth of Library Services, The Library Resource Centre in the School.

The appointments will be for a limited term of up to three years and the level of appointment will depend on qualifications and experience.

SALARY: Will be within one of the following ranges depending on the level of appointment:

Lecturer I \$19,923 to \$22,362 p.a.

Lecturer II \$17,024 to \$19,465 p.a.

Senior Tutor \$14,672 to \$16,809 p.a.

Tutor \$12,101 to \$14,246 p.a.

CONDITIONS: include four weeks annual recreation leave and provision for sick and long service leave. Assistance may be provided with fares, relocation costs, and housing. Further details are available from the Staffing Officer.

APPLICATIONS: Giving full particulars, including qualifications and experience, present position, the names and addresses of three referees, telephone number, and the earliest date upon which applicants can take up duties if appointed, close on 17 March, 1980 with:-

The Staffing Officer,
Gippsland Institute of Advanced Education

Swickback Road, Churchill,
Victoria, 3842, Australia.

The Institute reserves the right to appoint by invitation or to make no appointment.

UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF MINING AND MINERAL ENGINEERING, SCHOOL OF MINES, TARKWA, GHANA

Applications are invited from suitably qualified persons for the following posts at the University of Science and Technology School of Mines, Tarkwa, Ghana.

Posts:

1. 2 Lecturers in Electrical Engineering (Power Production)

2. 1 Lecturer in Electronic Engineering

QUALIFICATIONS:

Applicants must have a good first degree and postgraduate qualifications (M.Sc. and/or Ph.D.) in Electrical Engineering (Power Production) and Electronic Engineering. They must have had at least (4) four years' teaching/industrial experience after their first degree.

SALARY: G6,420 to G7,400 — G9,780 per annum.

Appropriate cash tax-free British Government subsidies (range G3,204-£6,018, depending on the applicant's marital status) may be paid to successful candidates. Other benefits include free passages, free medical attention and subsidised accommodation.

Application forms are obtainable from the Overseas Recruitment Unit, Universities of Ghana Office, 15 Grosvenor Square, London WC1N 3AG, to whom the completed forms should be returned not later than 20th March, 1980.

Although it is desirable that all candidates should have the above qualifications, experienced candidates with lower qualifications may also be considered.

Salary range for lecturers is \$12,400 by \$300 to \$16,600 per annum. Salaries in the Bahamas are tax-free and there is 15% tax-free gratuity at the end of non-pensionable appointment.

Interested candidates should submit current resumes together with written work references and up-to-date transcripts by 28th February, 1980, to:-

COLLEGE OF THE BAHAMAS

STAFF VACANCIES

Applications are invited for the following positions for September, 1980, to teach the following subjects up to University level except where otherwise indicated.

I TEACHER EDUCATION DIVISION

2 Lecturers in Education—to teach Research Methods and foundation subjects in Education including Philosophy, Psychology and Sociology.

1 Lecturer in Reading—to teach Reading Methodology to teachers in training for Primary and Junior High Schools. Ability to teach a second subject (preferably Language Arts) is highly desirable.

II BUSINESS & ADMINISTRATIVE STUDIES DIVISION

1 Lecturer in Secretarial Studies—to teach Gregg Shorthand, Typewriting, Secretarial Procedures and Business Methods. A Master's Degree in Business Education with a concentration in Secretarial Science is desirable.

2 Lecturers in Accounting—to teach Accounting. Candidates should either hold a Master's Degree in Business Administration with a major in Accounting or equivalent professional qualifications in Accounting.

1 Lecturer in Marketing—to teach Marketing including Salesmanship, Retailing and Research courses. Practical experience in Marketing an asset.

III APPLIED SCIENCE DIVISION

1 Lecturer in Electrical Technology—to teach three-phase electrical course to aspiring electricians.

1 Lecturer in Electronics & Radio Communication—to teach electronics up to Associate Diploma level.

1 Lecturer in Telecommunications—to teach technician-level work to both full-time and part-time students; to liaise with industry, to assume the responsibility of a workshop or laboratory and to train a laboratory technician.

IV SOCIAL SCIENCE DIVISION

1 Lecturer in British/European History and World Civilization—to teach and design courses both at 'A' level standard and to first-year University level.

1 Lecturer in Geography & Economics—to teach the basic principles of Economic Geography, aspects of Bahamian and West Indian Geography and the Regional and Human Geography of North America. Additionally, the successful candidate should also be able to teach the basic principles of economics with particular reference to the relationships between economics, education and society.

2 Lecturers in Social Work—to design, implement and streamline the College's Human Services Programme. Additionally, the successful candidate will also be called upon to liaise with regional institutions of higher learning and to teach courses in Sociology to first-year University level.

Candidates for Lectureship in the Academic areas should have qualifications up to the Master's Degree level in the subject areas plus at least one year of teaching at the College level.

Candidates for Lectureship in the Technical areas should have a University Degree or the equivalent in an appropriate professional field, plus at least two years of post-graduate industrial or teaching experience.

Although it is desirable that all candidates should have the above qualifications, experienced candidates with lower qualifications may also be considered.

Salary range for lecturers is \$12,400 by \$300 to \$16,600 per annum. Salaries in the Bahamas are tax-free and there is 15% tax-free gratuity at the end of non-pensionable appointment.

Interested candidates should submit current resumes together with written work references and up-to-date transcripts by 28th February, 1980, to:-

The Personnel Officer,

College of the Bahamas

P.O. Box N-4912

NASSAU, BAHAMAS

Canada

Queen's University
Kingston, Ontario

Visiting Appointment in Sociology

Applications are invited for the position of visiting associate professor in Sociology for a term of one year commencing in September 1980. All areas of specialization will be considered, but preference will be given to sociology of law. Candidates should have a Ph.D. to return to at another university on the termination of their visit. Both sexes are equally encouraged to apply. Salary according to qualifications and experience, but not less than C\$26,000 at the associate level. Applications, vitae and the names of three referees should be lodged with Professor R. M. Pike, Head of Sociology, Queen's University, by 21 March 1980.

Librarians

ROYAL COLLEGE OF MUSIC LIBRARY

Following retirement of Dr. Watkins Shaw, the College seeks a Reference Librarian from September 1980. The post is graded AP5/S01 (NJC). Further particulars on receipt of SAE.

Applications to Director by Thursday, March 20, with c.v. and names of two referees. Interviews week of March 24.

Miscellaneous

Applications are invited for grants of up to £3,000 to support educational innovations in undergraduate teaching at universities, colleges and polytechnics.

Assistance with the introduction of new courses, the development of audio-visual and other teaching materials and the evaluation of existing and novel courses all qualify for support under the Foundation's Small Grants Scheme for Undergraduate Teaching.

The scheme was first introduced in 1975, since when grants totalling £300,000 have been awarded.

Applications received by 30th April, 1980, will be adjudicated during July. Particular attention will be paid to the originality of proposed innovations and the likelihood that they will be of value to institutions other than those primarily concerned. (This scheme is only open to applicants from institutions within the UK.)

Application forms and further details can be obtained from the Director of the Nuffield Foundation, Nuffield Lodge, Regent's Park, London NW1 4RS.

General Vacancies

Nuffield Foundation DIRECTOR

The Trustees of the Nuffield Foundation wish to appoint a Director.

The Foundation has an income in excess of £2 million per annum, most of which is disbursed by means of grants for research projects in the sciences (including medicine and engineering), the social sciences and education. The Director will be responsible to the Trustees for the administration of the Foundation, for advising the Trustees on matters of general policy, and also for making recommendations on individual grant applications. To that end, the successful candidate will find it necessary to canvass the opinions of researchers, voluntary organisations and government departments on questions concerning the development of the Foundation's grant-making policy.

General Vacancies continued

Field Consultant

Applications are invited for the posts of Field Consultant with the Adult Literacy and Basic Skills Unit, which is to be established as a special agency of NIAE from 1st April 1980.

The Unit will act as a central focus for adult literacy and basic skills work in England and Wales and will sponsor a number of innovative Special Development Projects, co-ordinate and sponsor training, publish a limited number of books and other aids and offer a consultancy service to providing bodies.

The Field Consultants will work from the Unit's London base but will be expected to undertake a substantial amount of travelling throughout England and Wales. Experience and interest in more than one of the following areas of work is essential.

- adult literacy
- numeracy
- basic further education work
- English as a Second Language
- basic skills work with special groups
- coaching or life skills
- communication skills

The successful candidates will work as part of a small staff team led by the Head of Unit.

The commencing salary will be between Point 40 (£8,055) and Point 47 (£9,441) on the NJC scales (Principal Officer) inclusive of London Allowance per annum.

Further particulars and application forms may be obtained from

Alan Wells, (Head of Unit)
Adult Literacy and Basic Skills Unit,
52/54 High Holborn, London WC1V 6RL
Tel: 01-405 4017

Closing date for applications is 14 days from the appearance of this advertisement

ALBSU
Adult Literacy & Basic Skills Unit

Colleges and Institutes of Technology

RGIT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
GRAY'S SCHOOL OF ART

LECTURER IN ART HISTORY

specialising in design history relevant to ceramics, glass, jewellery, printed and woven textiles. Some general art history teaching and history of printmaking also involved.

Salary range £4,754-£9,020 per annum (under review)

Assistance with removal expenses. Details from Secretary to the Institute, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1PR, (0224 874511).

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
School of Mechanical and Oilshore Engineering

RESEARCH FELLOWSHIP

Materials scientists for major research project on marine corrosion and fouling of North Sea oil and gas installations, financed by SRC Marine Technology Directorate. RGIT's marine corrosion research group collaborates with University of Aberdeen marine biologists and zoologists and with offshore industry.

Salary range £4,910-£8,777 with appropriate planning according to qualifications and experience.

Details from: Secretary to the Institute, Robert Gordon's Institute of Technology, Schoolhill, ABERDEEN AB9 1PR

Colleges of Education

NORWICH
KING'S HALL COLLEGE OF EDUCATION

TEMPORARY LECTURER IN EDUCATION (TEACHING)

Applications are invited from persons with appropriate qualifications for a temporary post for the year 1980-81.

Further particulars and applications from the Principal, King's Hall College of Education, Norwich NR1 1JG, 01603 4100.

SOUTH DEVON
COURTLANDS CENTRE

Principal, Courtlands Centre, Exeter, Devon EX1 1JG, 0392 4100.

Further particulars and applications from the Principal, Courtlands Centre, Exeter, Devon EX1 1JG, 0392 4100.

Further particulars and applications from the Principal, Courtlands Centre, Exeter, Devon EX1 1JG, 0392 4100.

Further particulars and applications from the Principal, Courtlands Centre, Exeter, Devon EX1 1JG, 0392 4100.

Personal

IMMEDIATE ADVANCES

£100 to £250,000

No security needed

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Holidays and Accommodation

PROJECT 57

Fifteen-day fully funded archaeological trip to Turkey, Asia Minor, 23 August to 6 September, 1980.

Excavations, 2-4.5. Bonuses now open to general public.

Project Expeditions Ltd, 171-173, Great Street, London, W.C.1. 01-636 1363.

If you had any difficulty obtaining this copy please complete the coupon below and we will arrange for **THESE** to be available each week at your local newsagent.

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NEWSAGENT

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TRY THE DUCK IN PEKING

For centuries China has been a distant and mysterious land for even the most intrepid explorers.

Now the Times Educational Supplement in conjunction with Lunn Poly Limited has arranged a 17 day tour of this vast country departing from London on August 3rd 1980.

The itinerary will take in Peking, Shanghai, Canton, Hangzhou and on the way back Hong Kong. You will have the opportunity during arranged visits to kindergartens, schools and universities to meet Chinese teachers and learn about the Chinese education.

There will also be conducted tours of the Forbidden City, The Ming Tombs, Temples, The Great Wall, and of course you can sample the Peking Duck - in Peking.

The price which includes full board accommodation, all flights and excursions and the services of an English speaking guide throughout will be £1,208. For more detailed information about this most exciting trip please complete the coupon below and post it to Group Travel Operation, Lunn Poly Limited, York House, Clarendon Avenue, Leamington Spa, Warwickshire CV32 5PS.

TES HOLIDAY OFFER CHINA

Please send me information about the TES China Tour

NAME

ADDRESS

ABTA 18057 ATOL 010BC

Impoverished student's letter home to Mum



Trevor Phillips

Alum,
I'm not sure that I'm all that keen on it, though. I went along to a general meeting and they were talking about grants (I'm nearly 25, I don't have a job, I'm nearly broke). This bloke NUS in London was talking about grants (I'm nearly broke). This bloke NUS in London was talking about grants (I'm nearly broke).

The other way that the Government could change the scheme would be to give independent status to people who have worked for a year after school. Everyone says that it's a "good thing" educationally to take a year out before going to college. And if they brought it in this year it might delay entry for enough people to help iron out this "bulge" business they're always talking about. The whole idea makes sense to me; it wouldn't be all that expensive and would spread the load over a few years.

The other thing that creates problems with grants is something called discretionary awards. We don't have this problem in polytechnics and universities, but I read in *National Student* that people can't get into further education colleges because local authorities have just stopped giving grants to people not doing degrees. What's even more ludicrous is that people training to be lawyers and doctors and social workers don't automatically get grants when it comes to the post-graduate part of their course; now these grants are being stopped too! I can't understand why Mrs T and her friends are always encouraging us to do useful professional courses, but won't help financially. They say there's no money, but they can afford to pay for people to go to public schools and that "Independent" University.

It seems that the NUS tried to get the Government to put a bit into some law they're passing on education that might help people on discretionary awards. If they don't hurry up, I think there'll be nobody left at the "tech down the road".

Anyway, the NUS are organizing a big demonstration in London on March 7. I don't usually go in for student politics, but everyone here feels it's about time we did something, especially on this means test system. Look out for me on telly; I'll be marching for your benefit!

Must finish writing up my practicals.
See you soon,
Trevor.

us off something rotten, even though that just made up for inflation and the way that students dropped behind when the Conservatives switched from direct to indirect taxation last June. They worked out that the grant lost about 4.5 per cent of its value—more than £50; and they've just done this survey that shows that almost every polytechnic and university charges more than the Government gives us in the grant for board and lodging. I never realized that; it's a bit unfair, especially when you think that the Government sets the grant, then tells the poly how much it should charge and how it should run the halls and refectories. You'd think that all these people with



degrees in economics and things would get their sums right. Still, they usually don't seem able to add up when it comes to giving grants.

I have to mention this, but I'm getting a bit desperate for the next bit of my parental contribution: I know that Dad gets a bit fed up, but I really need it. The NUS says that most parents don't pay, about three out of four, he said. They think that the Government should scrap the whole means test system. The NUS thinks that the Government can do it gradually, over three years. First, there should be more encouragement for people to gain "independent" status. That means that you don't have to be assessed on your parents' income. At the moment, people either have to be over 25 or have worked for three years. At 18 I can vote, get married or join the Army. In fact I get taxed on my holiday jobs—I'm crazy that students should still have to depend on their parents.

The other way that the Government could change the scheme would be to give independent status to people who have worked for a year after school. Everyone says that it's a "good thing" educationally to take a year out before going to college. And if they brought it in this year it might delay entry for enough people to help iron out this "bulge" business they're always talking about. The whole idea makes sense to me; it wouldn't be all that expensive and would spread the load over a few years.

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See you soon,
Trevor.

the afternoon has long been reserved for a session with the research assistant on identification of language needs. One of the more frequently quoted gut reactions from the recent plethora of conferences on the language needs of industry is that industry doesn't know what it wants or if it does, its needs are incompatible with the resource mechanisms of FE and HE institutions. Certainly there is a communication gap—even now, 15 and more years after Ealing, Lancaster, Bradford, Surrey et al, too many rear admirals of industry believe that all language students read Goethe and Mollate in translation and think that Plicknick is the groovy in a Dagen, Coventry, too, there are resource problems—no every local firm can release its language learners at precisely the right time to make a viable teaching group at the local college and not every local college has a sufficient network of contacts to be able to arrange at the drop of a hat in-house individual tuition in Brazilian Portuguese. If progress is going to be made in offering vocationally oriented language courses then institutions will need to develop a more flexible system of resource provision. In addition, if they are to deliver the goods to a customer already on record as a sceptic, foreign language teachers will need to become familiar with principles of needs analysis and course design which in recent years have been almost solely the preserve of colleagues teaching English as a foreign language.

The first meeting of a committee set up to validate a course resubmission and catch the 7 pm train home.

The bus falls to arrive. Cudge a lift to the station. Miss early train and sit on platform thinking about a second car. Think about M4 at 8.30—busiest commuter route in Europe—Russian roulette with me as the bullet. Stop thinking about second car. Early morning spent clearing post. Coffee with new member of staff. (Paid from self-funding courses, naturally.) Discuss staff accommodation. Clean that single staff studies are some years away do we go for the smallest achievable unit or for large open-plan "subject rooms"? The Spaniards have a vast hispanic apocryphal with a real sense of identity—ideas (and draughts) travel fast and accurately. A seductive idea, but to be fully effective it requires a back-up of individual work and interviews.

Overcoming "with" visitor and arrive late at training restaurant to find that best items on menu have already gone. Visitor declares herself quite happy with the fish, which is just as well, since a hasty retreat to the local

Can we, then, look to reform from within, "incremental improvements". It is, of course, possible and Sir Monty himself does not expect to see the full benefits of his proposals for 10 years or so. But our problems involve a series of factors ranging from public attitudes to industry in general and engineering in particular, through school and engineering education, the quality of graduate recruits, the training which industry gives, the use which it makes of them, and back again. The circularity of the argument provides an excuse for anyone who wants one. It is hard to see where a new dynamism would originate.

Could a central authority carry the influence and clout to break into this circle and change things radically for the better? Certainly the report regards it as the central pivot of its recommendations. Given an authority of sufficient weight, it implies, the "engineering dimension" would become a key element in industrial thinking, its standing and its activities would cause engineers and engineering to stand much higher in public esteem. The attractions associated with its register would promote necessary registration, educational and industrial training reforms as future engineers sought the means to entitle them to qualify for registration. At the very least, the greater influence of the authority and the inducements associated with its register would introduce two new elements into the situation.

The report makes clear that the support of employers is critical for the success of its proposals. The bad-ruck issue for employers is the recruitment of talent into manufacturing industry, particularly into engineering, and its effective deployment in the interests of prosperity in a hard, competitive world. In the last analysis, they will judge the worth of the proposals in this context.

The Finlinton Report, like many of its predecessors, is valuable and illuminating reading. However, it would be a poor reward merely to congratulate the committee on the quality of its work; when the time comes it deserves for good or ill, a decisive answer to its central proposals.

Michael Bury

The author is director of education training and technology at the Confederation of British Industry.

Don's diary

Sunday

Spend the morning stripping tiles in bathroom and making good plasterwork. Find that tiles are 1930s rock of Gibraltar type so that making good becomes effectively replastering. Reflect on pithy bon mot by Ninian Smart to the effect that DIY is the hallmark of the failed academic. Assume that failed DIY means I'm still OK and decide to quit while I'm losing. Afternoon, drive to Hambledon and follow part of a labyrinth of public footpaths. Footpaths hold no terror for my geographer wife. Together she and I conquer the hills and valleys of rural Britain. On to Henley for genteel (and outrageously expensive) afternoon tea—this chiefly to please my teenage daughter.

steakhouse would not exactly lubricate relations with hotel school colleagues.

Attend student reception in the early evening. We have groups from various parts of the world in the school of languages and celebrations of variously distant religious or historical events are fairly frequent. Get home at 9.30, slightly befuddled to sarcastic comments from wife and daughter about the alcoholic content of the cull of duty. Decide now is not the moment to mention the lecture on Thursday night.

Wednesday

Someone has decided that the 7.35 bus is too convenient and rescheduled it for 7.45. Miss early train again! Spend journey masochistically flicking through ABC Rail Guide inventing telephone inquiries for bilingual secretarial orals. Hope to goodness they don't cancel any services before the poor dears take their examinations in summer. Memories of yesterday's lunch invade: "Sorry I'm, Euston's off!" 10.00. An all-day meeting on course monitoring. A succession of heads and course directors arrive to discuss with the course review committee the progress of the courses for which they are responsible.

Tonight's my night to be Evening Dean which is another way of saying I'm on duty until evening classes leave at 9.00. At 5.20 I'm informed of a burst radiator in a staff room. Apparently a member of staff has his finger in the hole and is starting to go puce. Smile sardonically into phone and point out that my duty starts at 5.30. Providence thus thumped immediately strikes back. A visiting lecturer from East Germany has been blatantly ignored by his Aeroflot connexion in Berlin and is now hoping to find airport to airport in Europe while about 50 Germanists make uneasy, small talk upstairs. At last, a dozen bottles of wine and two hours later, he makes it to Ealing and rewards the faithful with a stunning performance.

Thursday

Morning at the fortnightly meeting of heads of school. Afternoon at CNA. Two quiet pints in Kings Cross afterwards with colleagues prove disastrous: the Elicadilly line has hiccuped and the train I boarded at Kings Cross with oceans of time to spare finally gets to Ealing one and a half hours later. Arrive half-way through visiting lecturer's talk. Colleagues obviously glad to see me. Half a loafer's better than none!

Friday

By public demand today is going to be a short day—my daughter has asked if I would like to be her friend! Notwithstanding aversion to M4 decide to take my wife in to her school in Wokingham and drive to Ealing from there. Leisurely breakfast followed by 20 minute drive through wintry Berkshire. Get to work by 9.30 despite traffic on M4. Pick up courage to ring through an inquiry about the progress of an application for a grant to buy a mini computer and visual display units for the language school. It has been approved—joy and delight prevail! Do an ego-trip round the college smiling at everyone. Knock off a first year language class and a short committee meeting before descending on the local pub to join the celebrations of the computer project team.

Get back to the office to find the new typewriter, which has been on order for 12 months, has just arrived. Through the euphoria of acquisition, once aware of the irony of the situation. Last week at this time I was addressing the school board of studies on the impact of next year's revenue cuts. Suddenly I feel small again.

Derek Winslow

The author is head of the school of language studies at Ealing College of Higher Education



Why polytechnics must keep a strong local connexion

The relationship between local government and the polytechnics and other colleges for which it is responsible has always been uneasy. During the 1970s this relationship gradually but perhaps inevitably deteriorated as, the institutions came more and more, to feel that their subordination to local government was both inefficient and slightly demeaning and the authorities (sometimes too hard) to maintain their traditional control. "Academic drift" and "corporate management" ran into each other head-on if that is not too simple an explanation.

During the 1980s this important but troubled relationship will come under even greater strain. Polytechnics and colleges, prepared to put up with the petty annoyances of local authority control while the money flowed, will come to resent this control more intensely when their maintaining authorities can no longer provide ever increasing resources but must instead make cuts. Similarly local authorities will have to reduce inefficiency in existing services (so emphasizing their industrial role) and to seek more rapid priorities for the future (so intensifying the trend towards tighter corporate management).

This new strain is already beginning to show. The dispute between Bedfordshire Polytechnic and Kirkcaldy is not just about a few unaccounted for bottles of sherry and brandy (which the authorities claim to have been given away) but about the most damaging offence to the polytechnic's reputation (or even about its financial survival) for the day of final liberation from local authority tutelage.

The reason for saying this is simple. Both sides are going to have to go on living with each other for some considerable time to come. There is no prospect of a future system of higher education in which local authorities are to be more extensive, more diverse, and more popular in their values. Higher education for the community may seem easily provided by an autonomous and privileged caste.

There is also a more practical consideration. Diversity is regularly extolled as a desirable characteristic of higher education systems and this diversity of values can be encouraged by a diversity of institutional forms. So again there is a strong argument for preserving alongside our present unambiguously national system (the universities) a system in which local and regional dimensions are given greater prominence. This seems an argument for not sacrificing the local authority "connexion" too lightly.

The local "connexion" is not a peripheral issue in higher education as some people like to pretend. It is quite crucial because it goes to the heart of what kind of higher education we aim to provide and for whom—for a nationally determined elite or a locally generated better off? For this reason alone it should not be surrendered. But it should be reformed. There is no reason why the constitutional and administrative arrangements arrived at in the mid-1960s should stand for ever. There are other, and perhaps better, ways of preserving a strong local or regional voice in a university higher education than having the county treasurer oblige the polytechnic to account for every dollar over every £1 and every cross through every £1. On the other hand any partnership of the future should not be allowed to accrophy into the empty formalism of university courts. The phrase used by Mr. Crosland 15 years ago to describe the essence of public accountability—social control—still seems a good one. It is this essence that should be preserved even if particular forms are

Life outside the education system



Patrick Nuttgens

You may have seen in the past few days a statement in the respectable press about Education for Capability. It is quite brief, just five paragraphs stating directly and simply a conviction shared by a lot of people that there is a serious imbalance in the educational system of this country and that something ought to be done to prepare people for life outside the education system.

You may also see that it is signed by about 10 people, a fine mixture of educators and industrialists and leading members of the professions. The statement seems to have struck a chord and express a felt need; from what I have heard about the collection of signatures, few people really disagree with it, even if some prefer not to be identified with it. Capability is about to enter the common vocabulary of education.

Central to the argument is the belief that that educational imbalance is in favour of people who have to act. That of course is not an attack upon the people who understand it; it is an indictment of the system that has made it necessary to act. The system is, in 1917 the Government, in an attempt to tidy up the chaos of school leaving examinations, decreed that universities would be responsible for the selection of school leaving examinations. The effect was to make the examinations a term and fundamental. Because although the boards of education insisted that it should be a "cardinal principle" that the examinations should follow the curriculum and not determine it, the curriculum as we all know, the very opposite happened. The requirements of the examinations became the key to studies in the secondary schools.

This might still have been harmless had it not been for the dominance, greater with every year, of the 19th century concept of a liberal education—learning for its own sake and the more remote the better. That ignored the crucial reality that a country going through a deep social revolution ought to be recognized. If we believe there should be education for all, there should really be an education for all. How odd to centre it all upon an educational ideal that was in its origin and its daily practice suitable only for a minority.

For the fact is that we have still, despite all the experiments to offer an alternative route, a system of schooling and general education that is geared to getting the successful boys and girls into university (or now a university or technical college). That means that the system is at heart devised for less than one in five boys and girls who go through it. The percentage who will go on to higher education is now about 13 per cent and may even go lower. In that system the most successful will stay inside it, as researchers and teachers in higher education. The vast majority are destined from the very beginning to be failures. What an extraordinary phenomenon in a welfare state.

If the argument is right, the key to the reform of it must lie in higher education. But only in a special way. Higher education cannot for very long be a closed shop. It must happen in further education. In a conversation with sharp minds without anxiety. There is nothing more exciting than trying to solve practical problems with immediate results. Moving from a few years of delight in intellectual exploration and the sheer fun of talk and argu-

LETTERS TO THE EDITOR

No good comes of papering over the cracks

Sir—Your editorial, "The case for a national body" (THES, February 15) is yet another example of a refusal to face facts about higher education and of an apparent determination to cogitate upon the system as though it consisted of a set of abstract principles. You write: "It is reasonably safe to predict that within three to five years some kind of national body will be created for the non-university sector." Will it be created? We have a national body, the DES (however one defines it) with a labyrinth of controls. No decision of any consequence affecting the public sector has been made without the approval of the DES. Major and minor buildings, each and every advanced course, every item of equipment costing more than a trifle—all these have been under the direct control of the DES. The question therefore is not whether a national body should be established. It is, what, if anything, will replace the existing national body?

In asking that question one waits for the mechanical response from the DES. The department, so we are told, initiates nothing, it responds to initiatives from the local authorities presumably in accordance with

the golden rule—do nothing until you have to. If one accepts the philosophy behind that dance of the DES role then one still has to ask what have been the criteria over the years which have enabled the DES to choose between the various initiatives of local authorities. How has the choice been made? And this major building project and that one, between a number of similar course proposals received simultaneously? What have been the inputs into the Regional Staff Inspectors Committee not declared to lesser mortals? Or, horrors, thought, have there been no criteria, all these years? But now, of course, we have the emergence of that new animal, the broad steer, furnished with fear-some horns of a dilemma no doubt.

You state: "The detailed job of allocation can be left to the DES and to the local authorities (and, of course, to the individual institutions)." Isn't this what has been going on for years? Your proposal for a national strategic body, divorced from the real tasks of allocation, prerogative of politicians, sounds remarkably like a permanent Royal Commission, notifying in splendid isolation, thinking grand thoughts, yet beautifully unsullied

Greek drama and the RSC

Sir—Not having succeeded in seeing John Barton's production of *The Greeks*, I have no means of knowing whether Professor Crick's review is one with which I agree. He does, however, raise a strictly speaking, fallacy in his enough points for me to wonder again why *The Times* calls upon a professor of politics and sociology as its drama critic rather than a professor of drama.

But on the decision to treat *Gedra* as though it had all been written by one man, surely there is a better challenge than a quick swipe at classical purists. Not only are the *Electras* and *Clytemnestras* of Aeschylus, Sophocles and Euripides different in character, but the same characters in different plays are different. The same author, the same tragedies did not tell a single story of the war against Troy. They headed 'some' of the same themes from *Gedra* but the same themes were treated in different ways. The text of the first set of plays, which I have seen, does not, nor does the second set.

How can it be possible to treat *Gedra* as though it were a single work? It is a collection of plays, each by a different author, each with its own characters, its own themes, its own style. It is a collection of plays, each by a different author, each with its own characters, its own themes, its own style. It is a collection of plays, each by a different author, each with its own characters, its own themes, its own style.

Professor Crick raises a point which he suggests that the *Gedra* confuses "the perennial with the topical" but does he not fall for the same trap himself in generalizing that "the Greek held a view of life which was as far removed in time as Aeschylus is from Shakespeare or Euripides is from Shaw?"

I return to my main point. Advocates of a Freedom of Information Bill in Britain assume that the records will continue to be kept in the same way and that the question of access is the only one. I believe the onus of proof lies on those who think a Freedom of Information Bill is the only solution to the present thicket of unsatisfactory positions. Mr. Field does not even seem to recognize the issues, let alone to have met them.

Yours, etc,
D. C. WATT,
Professor of International History,
London School of Economics.

Business studies
Sir—I am sorry that my letter about the *Business Studies* syllabus for the Manchester Business School was not published. I hope the committee will take account of my views. I am a teacher of business studies and I am sure that my views will be of value to the committee.

Yours faithfully,
STANLEY HYMAN,
Southern Counties Regional Management Centre

Distorted secrets

Sir—Mr John Field's preference for snide personal attacks ("elitism" appears to know more about civil servant's minds than the rest of us), his constant pointing the finger to ask if you would let me restore them briefly. They are:

1. The experience of the US Freedom of Information Act in producing large amounts of documents written before it came into existence. It is no warrant for believing that it will have the same effect on the creation of documents after its operation becomes part of the public servants' environment.
2. The use of the Act as part of the refighting of past battles and search for guilty men, stages through which the early history of the Act has been distorted.
3. The public interest, the interests of good government and those of the historians lie first of all in the maintenance of complete records and only secondarily in their disclosure as early as possible—sooner or later they will be published.
4. The issue is not so much as your headline, to Mr Field's article, suggests, in the danger of records being shredded. It is in the danger of being distorted or only in a distorted and incomplete form, as happened in (and no doubt still happens in) states such as Nazi Germany where public servants may have politically hostile masters looking over their shoulders.
5. There is a need for a much greater flow of information between government and public. This is not the same as instant open access.
6. If there is to be limited access

Provocative Seldon

Sir—Poor Mr. Fenton! Arthur Seldon's piece which he accuses of being uncharitably a polemic. Indeed the *THES*'s editorial pointed this out for his perceptive readers. In covering polemics and research reports Mr. Fenton demonstrates his own reading problems. For his benefit and slowly, polemics tend to be shorter, contain less references, use a colourful language. Indeed, look quite different to research reports. They should be provocative, lively and make a sound point. Arthur Seldon's piece, unlike Mr. Fenton's, was provocative and lively and made a sound point. Again for Mr. Fenton's benefit, these were that higher education contains a lot of polemics, trawls, statistics but very few free marketeers.

Overseas increase

Sir—I think that I may have misled your correspondent on the total number of overseas students currently at Keele, and your report (February 22) on our proposals to increase our overseas student intake in 1981 therefore contains an error. In the annual intake of our year overseas students that we hope to increase from about 15 (in 1979-80) to about 30. This is in

addition to the increased we hope to achieve in overseas students on our summer courses.

This year's overseas student population at Keele is 120, a figure that includes undergraduates and post-graduates, and represents about 4 per cent of our total student population.

Yours faithfully,
B. G. RAWLINSON,
Director of International Services,
Keele University.

Laurie Taylor



"Well, Mr. Dratz... it's Denis Dratz. Isn't it? ... nicely alternative... no, no, do take the armchair... we're quite comfortable on these old slouchings. Cigarette? You don't? Admirable will power. So much wish I didn't. Now, I gather you're pretty interested in a post-graduate place in this friendly old department of ours?"

"Quite, quite. I must say I do find that sort of caution enormously refreshing. Such a change from the... erm... Oh by the way, let me make the introductions. I'm Professor Lapping... Gordon... and this is Dr. Quinlock who is chairman... sorry, sorry... still doing it, chairperson of the department. Well, Mr. Dratz... Denis... you don't understand, an overseas student?"

"Yeah."

"Well answered indeed. Jolly good. Straight to the point. Most refreshing. And your home town is...?"

"Winnipeg."

"Ah, Winnipeg. Very beautiful. I understand... the lake... Lake Winnipeg... and Lake... or... Manitoba. Beautiful. Very beautiful. Do you like it there yourself?"

"Bloody cold."

"Exactly. Yes indeed. I think that's the main point, don't you Dr. Quinlock? I mean, you can have as much beauty as you like, the lake, the trees, the waterfalls, the whole lot... but if, as Mr. Dratz says, it's also bloody cold, then it probably all counts for naught. I mean, one can quite imagine that Wordsworth would not have been so much desperate as he was in his daffodils had been dancing beside Lake Manitoba in a 22-degree below frost. There's a subject for a thesis, eh, Denis? ... An investigation of the link between temperate and prescriptive idealism, a nature... subtitled 'The Climate of Romanticism', perhaps? Yes indeed."

"Sometimes it's 40 below."

"Really. Really. Forty below. It's difficult to imagine. Did you catch that Dr. Quinlock? Forty below. Mmm. Now, I must have, I understand, large Canada Council grant. Sorry, sorry... is the sun catching your eyes? This afternoon you can be the very devil in the winter. And I'm afraid the curtains have recently been removed from the university's past, the economy-drive against unnecessary frilliness. But I think Dr. Quinlock would be good enough to stand against the window a little to the left Geoff... that's fine... then we could push on. Only one more question really. How old are you, Mr. Dratz?"

"Twenty-four."

"Absolutely right. The perfect age I sometimes say. Still well on the right side of 30 but, erm... nicely over the top. ... early twenties. Twenty-four. That's ideal. You're fit in admirably, you see the general age structure of our postgraduate school. Well, that's about all I think. Usually we like to take time to think these things over—you know, compare your particular qualities with those of our many other applicants. I'll be honest, and I see that Dr. Quinlock is nodding his agreement—quite laudably, you've already made a very clear impression on us and we'd like to offer you a completely conditional place. Now, if there anything that you would like to ask us?"

"Can't think of anything."

"Well answered again. Why make up questions when none occurs. Very well spoken. Now, if I may, everything Dr. Quinlock and I have formed an acceptance form. Then, I'll just ring this little bell and the bus will come in on all fours and collect your cheque."

Get the facts right

Sir—Writers who venture into print must accept the comments and your reviewers. But they, and your readers, are entitled to expect accuracy of fact and representation. P. Gattrell's review of my *Human Capital* (THES, February 8) falls short of this in two places. Firstly, his fourth and fifth sentences totally misrepresent the first part of the book. Second, since (as I state explicitly) my essential purpose was an examination of official policy, the implied charge that I am claiming to do, or should have done something else is at best misleading.

Yours faithfully,
R. P. BARTLETT,
Department of Russian Studies,
University of Keele.

Teachers-in-waiting

Sir—I welcome Professor Taylor's article "A Touch of Professional Rethinking" (THES, February 15) and feel sure many people concerned with teacher education would welcome the setting up of a new body to oversee the training of teachers. I would, however, disagree on one point. Why wait for the Joint Council for the Education of Teachers to be set up by the Advisory Council for the Supply and Education of Teachers. Why is it not set up sooner (Professor Taylor) to convene a meeting of all those directly concerned with teacher education without waiting upon ACSET.

Yours faithfully,
N. REDFORD,
Senior Lecturer in Education,
West Midlands College of Higher Education.

Whorlian advice

Sir—May I through your good offices offer the following Whorlian advice to academic planners anxious to implement staff cuts?

First, always speak of student-staff, never staff-student. That way, cuts lead to higher ratios, and we all know that higher ratios better, as in higher marks, higher wages, and so on. (The higher in "higher unemployment" doesn't contradict this slice; the "un" gives the whole expression a negative tone.) Next, set and publish a target, SSR, that your colleagues will find it difficult to achieve. Nothing to be gained at a desideratum, a goal, something sought after. None of us wants to be thought of as not even trying; and if higher SSRs are an achievement they are obviously good. With a bit of luck, the target will be reached, and will be seen as the first pallid casualty in a holy war, and when the rest of us are on the dole we shall have got there trying to achieve a higher target figure for the SSR. Now, if there anything that you would like to ask us?

"Can't think of anything."

"Well answered again. Why make up questions when none occurs. Very well spoken. Now, if I may, everything Dr. Quinlock and I have formed an acceptance form. Then, I'll just ring this little bell and the bus will come in on all fours and collect your cheque."